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ABSTRACT

This rural education action packet consists of 10 resource pamphlets dealing with "putting the rural back into rural education," a special project of Communicating for Agriculture (CA) and the CA Foundation. Information about and an application for becoming a Rural Education Action District (READ) are included. These districts are committed to CA's principle that rural schools provide a quality of education unmatched by larger, better funded urban schools. Undergirding the READ program are eight policy statements developed by CA that encourage rural educators to: (1) develop pride in rural America; (2) include rural economic development in the curriculum; (3) institute youth community development projects; (4) create an urban awareness of and appreciation for rural life; (5) support the creative arts in rural education; (6) integrate technology into rural education; (7) examine age-grading and fragmented learning schedules; and (8) support appropriate delivery systems. These policy statements are outlined in pamphlets that include goals, statement of purpose, objectives, and suggested activities. One pamphlet describes the Rural Knowledge Bowl conducted annually and contains sample questions from the 1984 and 1985 Rural Knowledge Bowl tests. (ALL)

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Rural Education Action Packet

for

Putting the Rural Back Into Rural Education

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A Special Project of Communicating For Agriculture and the CA Foundation

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1. Working for Rural America (the C.A story)
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   [illegible] Rural [illegible] Seminar in Washington, D.C.

4. Rural Knowledge Bowl

Communicating For Agriculture

[illegible]

- Working for rural Americans means bringing them positive results and lasting changes to better their way of life and preserve it for their children.
- Non-partisan advocacy. C.A. does not put the interests of political parties, or the beliefs of a particular party, ahead of the beliefs and needs of rural America.
- A national perspective on agriculture and agribusiness.
- Surveying its membership for the formulation of policies.
- Working in addition to and not in place of any other farm groups.
- Promoting increased opportunities for young people to live and work in agricultural America.

[illegible]

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Working for Rural America

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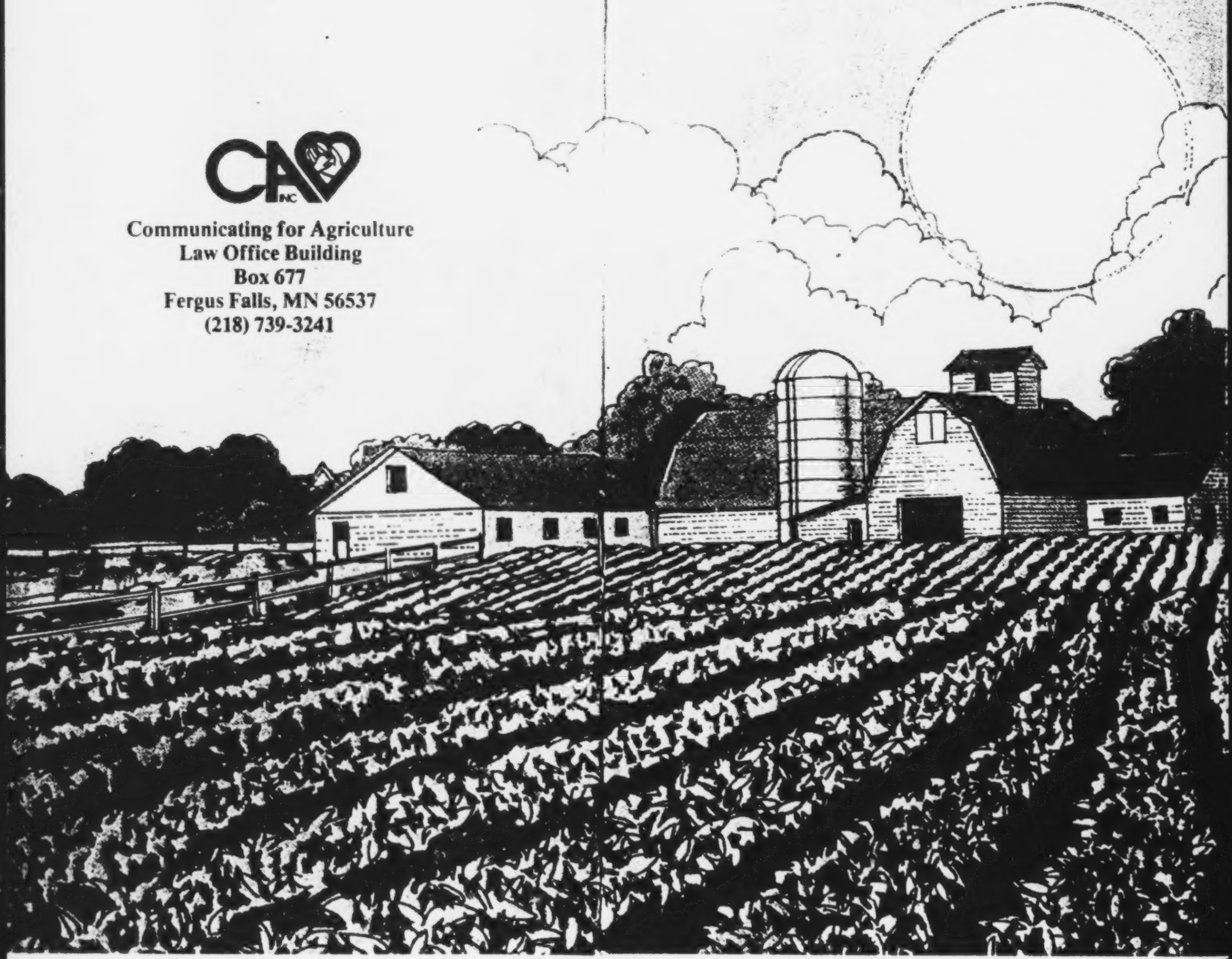

CA Benefits

- Legislative Voice
- Membership Survey System
- Unique Group Health & Life Plan
- $1,000 Increasing Accidental Death Policy
- CA Scholarship & Education Foundation
- CA International Agricultural Exchange Network
- Monthly Newspaper with Rural American Focus.
- Rural Seniors Programs

"Working for Rural America" is published by Communicating for griculture, Inc., a nonprofit association.

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1 800 432-FARM

CA Commitment

N. Rollie Lake, CA President

Rollie became CA President and director in 1982, and full-time President in mid-1984. A native of Grenora, ND, he served in the U.S. Air Force, taught vocational agriculture for 15 years and was affiliated with the First National Bank of Fergus Falls, MN for 20 years, where he served as senior vice-president and director, in charge of agriculture credit. Rollie and his wife, Ann, have three children, one of whom runs the home farm, near Fergus Falls, MN where Mr. and Mrs. Lake reside.

I have spent my lifetime living and working in rural areas, so I share with you some basic values and beliefs about rural life.

Communicating for Agriculture is based on these rural values and as president, I know how important it is to have an organization speaking up for agriculture and rural America.

The major challenge to the next generation of rural youth is not only to stabilize rural America, but to turn it around. Someone must speak for agriculture and rural America, to tell of the importance of maintaining our family farms, rural hospitals and rural schools.

CA is doing this, and it is my hope that CA will continue to play an important role in telling the story of agriculture and rural America to all.

In the pages that follow, a summary of CA is presented - what it stands for, how it works and how you as a member can have an active voice to help strengthen rural America.

The CA Story

The foundation for CA was laid in the mid '60s by a group of Minnesota dairy farmers and creamery operators who had a common goal: that rural people should have some of the benefits, protection and representation their city cousins enjoyed.

Incorporated in 1972 as the Creamery Association, the non-profit group awarded scholarships to students pursuing careers in agriculture and agribusiness, assisted its members when they needed help with governmental agencies, and lobbied for better health care laws in Minnesota.

In 1977, the group became a national organization, changed its name to Communicating for Agriculture and began communicating for farmers, ranchers and agribusinesses throughout rural America, offering its assistance and expertise to pass legislation that betters the country and improves the quality of life.

CA
Communicating F

The reasons for CA's success and fast growth--from a whispering organization with members in West-Central Minnesota to a national voice with members in over 45 states -- are many and varied.

FIRST, the group works to accomplish its goals through constructive methods.

CA reasons that people want to belong to an organization that will bring them positive results and lasting changes to better their way of life and preserve it for their children.

SECOND, CA is nonpartisan and does not put the interests of political parties, or the beliefs of a particular party, ahead of the beliefs and needs of farmers, ranchers and agribusiness persons. Through all its activities, CA strives to unite and not to divide rural America.

THIRD, CA is unique as an association, in that we have not formed state or regional sub-associations. We receive information from our members through a comprehensive system of surveys on legislative issues. Based on the results of these surveys, resolutions are drafted for approval of members attending an annual meeting held every March.

FOURTH, CA has not been promoting the causes of other farm or rural groups. We are in addition to, not in place of, any other farm organization. CA is concerned with areas affecting agriculture and rural America, areas sometimes ignored by other groups:

- providing better opportunities for young people to get started in farming;
- promoting and protecting agricultural land for ownership by family farmers and ranchers;
- developing agricultural policy which promotes family farming, ranching, and rural communities;
- preserving quality education in rural schools;
- supporting access to health care and insurance systems which best serve rural America;
- promoting issues important to rural seniors;
- protecting family farms, ranches, and small businesses from oppressive and discriminatory taxes;
- preserving and improving rural transportation systems; and
- supporting greater efforts to conserve America's soil and agricultural land.

Opportunities for Youth

One of the main goals of CA since its beginning has been to provide increased opportunities for young people to live and work in rural America. CA's legislative efforts on behalf of young people are well known.

In addition, CA is active in other efforts to help the youth of rural America. Since 1972, the organization has awarded hundreds of scholarships to young people to further their education in agriculture and agribusiness.

Through its various programs, CA is working to keep young people excited and involved in agriculture, to keep alive the dream that young people have-the dream of owning and operating their own family farms.

Scholarship Program

In 1981, CA launched the **Communicating for Agriculture Scholarship and Education Foundation.** The purposes of the foundation are to:

(1) Promote and encourage young people to choose careers that will serve the rural area.
(2) Provide financial assistance for education beyond the high school level.
(3) Encourage young people to live and work in rural areas.
(4) Promote the preservation and improvement of rural education, rural transportation, and rural health.
(5) Promote agriculture and agribusiness.

As a charitable and educational organization, all contributions to the Foundation are fully tax-deductible. The Foundation will expand the number of scholarships awarded each year, so more young people can be encouraged to pursue careers which serve rural America.

Exchange Program

In 1985, CA launched the CA International Agricultural Exchange Network (IAEN), a comprehensive set of work/study programs in Canada, Europe, Australia, New Zealand and the United States.

IAEN offers three types of programs: farm exchange programs lasting from six to 13 months for young adults between the ages of 18 and 28; agribusiness programs; and cultural exchanges.

To encourage more participation by American youth, the CA Foundation provides scholarships covering up to 25 percent of the cost for a qualified outgoing farm work/study or agribusiness exchange trainee.

How CA Works

CA is an organization dedicated to the preservation of the family farm and the rural way of life in America. CA is made up of people like you - farmers, ranchers and agribusinessmen and women.

CA represents the united voice of its members on a variety of issues. Each member helps determine the legislation in which CA will get involved.

Throughout the year, CA members are surveyed on specific issues, such as estate tax reform, or ways to help beginning farmers. And once a year CA sends a national survey to all members asking them to set CA's legislative agenda for the year to come.

These surveys are filled out in the privacy of your home, where issues can be discussed among family members. When CA receives the completed surveys, we send the results to your elected officials and to the media. CA surveys are respected because they represent the voice of the people back home.

Once CA has your input, its staff members go to work. They contact legislators in Washington, D.C., and at the state capitols. They help draft legislation - proposing new laws and repealing old ones.

Each time CA acts, its members are informed through the monthly CA newspaper. Along with stories on legislative issues, the newspaper includes information on estate tax planning, and features and pictures of a variety of people and events of interest to rural citizens.

Individual members can also serve as CA citizen activists by writing letters to lawmakers, or testifying for CA in support of needed legislation. To find out more about how you can have an active role in CA, contact the national headquarters by calling 1 800 432-FARM, or your local CA representative.

What CA Works For

Following are the resolutions approved by CA members at the annual meeting, and brief explanations of why CA supports these resolutions.

I. Beginning Farmer and Small Business Programs

Be it resolved by the assembled membership of Communicating for Agriculture, **that tax incentives and appropriate financing programs should be enacted by the federal and state governments to assure that every qualified beginning farmer, rancher and rural small business person with a net worth under $100,000 will have the means to begin their agricultural and business careers.**

WHY: The reason CA supports this is simple--it helps preserve the family farm. Family farms have increased productivity three times faster than any other segment of the economy. Despite this, the future of the family farm is uncertain. The cost of buying farmland is ever increasing. Opportunities to enter farming are shrinking.

In the past, prices for land and equipment were much lower. Interest rates were also much lower. Today, however, the prices for land and equipment are so high that an investment of hundreds of thousands of dollars is necessary. CA has worked in many states to help bring about Beginning Farmer and Small Business Programs. These programs are not a subsidy. Without the creative utilization of necessary capital many of these young farmers and business people will be unable to get started in their careers.

II. Farmland Ownership

Be it resolved by the assembled membership of Communicating for Agriculture, **that agricultural land should be owned and operated by family farmers and ranchers.**

WHY: Family owned and operated agriculture is the most efficient system of food and fiber production the world has ever known. It is also the system through which the land and soil are best protected, and through which all of rural America--with its towns, businesses, schools and churches--can best survive. Consider the following:

1). Loss of population from rural areas. Due to the fact that so many non-family farm corporations usually purchase large tracts of land, they are able to farm this land with a relatively small number of employees. This loss of population results in a number of very serious problems for the local area. The schools lose students, the churches lose members and other local democratic institutions can suffer.

2). The loss of local business. Many non-family corporate farms usually operate at a scale where their purchasing power allows them to bypass the local merchant. The result is that the local business people lose a portion of their market.

3). Loss of tax revenue. Many large non-family farm corporations are often structured specifically to avoid paying taxes. This could impose an increasing tax burden on local people.

III. Importance of Rural Education

Be it resolved by the assembled membership of Communicating for Agriculture, **that every endeavor be made to promote and preserve our rural education system as a vital asset to our country.**

WHY: With the acceptance of urban standards and values, urban curriculum and urban plans for the organization and structure of the schools, rural schools have indirectly contributed to the decline of the rural community.

Is it any wonder that our young people leave the small towns and rural areas when they have been taught urban values and ideas in schools? If we are to retain our rural population base - and in particular our educated people - we must demonstrate to them the values of continuing to live and work in the rural areas. The community school is the one institution that can positively affect all of the forces in a community.

CA believes our rural schools provide a quality education. CA is committed to telling the story of the importance of rural schools to legislators and officials at the state and federal level.

IV. Support of Private Health Care and Insurance Systems

Be it resolved by the assembled membership of Communicating for Agriculture, **that health care and health insurance are best administered and maintained**

by the private sector, with a minimum of government interference and with legislation enacted only to insure that all Americans are guaranteed a minimum standard of health insurance at a reasonable cost, regardless of health or age; and that health care charges should be subject to rate review commissions to be administered by the states.

WHY: Farmers, ranchers and agribusinesspersons often must qualify for health insurance on an individual basis. As a result, an individual with a pre-existing condition could be denied health coverage.

A Sioux Falls, S.D., man whose wife could not qualify for health insurance, best summed up CA's philosophy in this area: "I do not believe we should have socialized medicine, but I do believe the government should legislate so every person is eligible for a private insurance plan...I am not asking for free insurance for my wife, I am just asking for the opportunity to carry insurance on her."

CA has long been involved in state legislation that establishes a health risk-sharing pool. The purpose of this pool is to guarantee the availability of quality health insurance to all people - regardless of their physical condition. Furthermore, CA feels that this pool should be administered by the private sector.

V. Tax Reform

Be it resolved by the assembled membership of Communicating for Agriculture, **that tax policies which are enacted by the state and federal governments should preserve and protect the family farm, ranch and rural small business and should not provide unfair tax advantages to nonagricultural corporations and investors.**

WHY: Inequities in tax laws are disruptive to the generation to generation continuity of family farms, ranches and family operated small businesses. CA believes that investment tax credits, depreciation schedules, social security taxes, land taxes, use taxes and virtually all types of taxation need to be reviewed with a concern for these individuals. Rural people expect to pay their fair share of taxes, however, they should not be discriminated against.

VI. Commitment to Rural Transportation

Be it resolved by the assembled membership of Communicating for Agriculture, **that a transportation system which efficiently serves the total agricultural**

needs of rural America must be maintained and strengthened.

WHY: In order to survive, agriculture and rural America must have a viable link to the marketplaces of the nation and the transportation network by which family farms and small businesses can be served. One vital link in this network is a sound railroad system, and CA is seeking by various means to reverse the trend of small, rural communities losing their branch line service.

VII. Land and Soil Conservation

Be it resolved by the assembled membership of Communicating for Agriculture, **that greater efforts should be undertaken to conserve America's soil and agriculture land.**

WHY: Our topsoil is unquestionably our most important natural resource. CA feels that farmers and ranchers need a voice that speaks on this issue from their perspective. Sometimes the problems that exist are through no fault of the farmer. In these situations it is important that the cost for conservation measures not be unfairly placed on the farmer, but shared by individual farmers, local, state and federal agencies.

VIII. Agricultural Policy

Be it resolved by the assembled membership of Communicating for Agriculture, **that agricultural policy should seek to encourage and protect family farming and ranching and enhance and promote the stability and well-being of rural society.**

WHY: This resolution says a great deal about the primary objectives of CA. CA believes that family farmers and ranchers are a stabilizing political and social force. They are essential to maintaining strong rural communities. The family owned style of agriculture has provided benefits to virtually every resident of the United States. The per capita expense for food in this country is the lowest in the world. The contribution of agriculture and small business to the overall economy is of great importance.
Legislation considered in the future should focus on an economic program for the middle income group of family farmers as a part of traditional farm programs.

CA will work with existing and new coalitions to develop policies which strengthen and preserve family farming, ranching and our rural American way of life.

CA Board of Directors

The CA Board of Directors consists of 12 members, each elected to a three-year term. Board members are elected by the membership of CA at annual meetings.

In addition to CA President N. Rollie Lake, a profile of each of the current CA Board members follows:

MILT SMEDSRUD

Milt is the founder of CA, was its president from 1972-1982 and now is Chairman of the CA Board of Directors and Chief Executive Officer. A lifelong resident of Dalton, Minn., he grew up on the family farm that was homesteaded by the Smedsrud family in 1881 and worked there alongside his father and brother until 1952. After serv- in the U.S. Air Force, Milt and his wife, Bea, operated their own insurance and real estate corporation for 22 years. In 1978, they sold their business accounts to devote full time to CA and its membership benefits. Milt and Bea have two sons.

CLIFF OUSE

Cliff, of Washington, D.C., was first elected to the CA Board in 1981. He is a native of Rothsay, MN, where he still maintains a cow-calf and cash crop farm operated by his son. Cliff first served as a field man and then as legislative assistant to U.S. Rep. Bob Bergland. When Bergland became U.S. Secretary of Agriculture, Cliff became his special assistant. He is now the legislative specialist in agriculture for the National Rural Electric Cooperative Association and is active in promoting national legislation for CA. He and his wife, Darlene, have four children.

STEVE RUFER

Steve has been a member of the CA Board since 1977, and serves as its vice president. A practicing attorney, he grew up and lives in Fergus Falls, MN. Steve is CA's expert on estate tax laws and has been the driving force behind many of CA's efforts to reform these laws. He serves as President of the CA-sponsored Rail Action Corporation, which successfully opposed rail line abandonment in rural Minnesota. He is a graduate of Macalester College in St. Paul and the University of Minnesota Law School. Steve and his wife, Alice, have three children.

LORRY MADSEN

Lorry, first elected to the CA Board in 1979, operates a 1,150-acre wheat, soybean, sunflower and barley farm near Wheatland, ND, which was settled by his grandparents in 1878. He and his wife, Margaret, have two sons. Lorry serves as a member of the Red River Valley Fair Board and as a member of The Garrison Diversion Conservancy District Board. He has also held other leadership positions in farm organizations and creamery and cooperative boards.

WAYNE NELSON

Wayne, a South Dakota commodity organization leader, has been a member of the CA Board since 1985. A wheat farmer in southern South Dakota who also raises sunflowers, milo and livestock, Nelson has served as president of the National Association of Wheat Growers and the National Farm Coalition. He is currently president of the National Association of Wheat Growers Foundation, which directs funds toward research that is beneficial to wheat growers.

KEIGH HUBEL

Keigh was first elected to the CA Board in 1979. He is coordinator of the Rural Education Program at Southwest State University, Marshall, MN. Keigh graduated from the University of Minnesota and received his master's degree from Purdue University. The author of six books and several pamphlets, he is very active in promoting the CA special project on Rural Education. Keigh and his wife have three children.

JANET KINNEY

Named to the CA Board in 1979, Janet has been active in the promotion of CA-sponsored legislation in Iowa. She is founder and former secretary of People United for Rural Education (PURE) and former editor of PURE's newsletter. She and her husband, Ed, manage the family's farms and run a drainage and contracting business. They live near Alden, Iowa and have two children.

SYLVESTER NIETFELD

Sylvester, who has served on the CA Board since 1976, is a native and resident of Sauk Centre, MN. He and his sons run a dairy operation with cash crops. A U.S. Navy veteran, he is active in church and 4-H and serves on his local Dairy Herd Improvement Association Board. Sylvester and his wife, Ann Marie, have nine children.

EDDIE MURRAY

Jack Edward "Eddie" Murray of Moultrie, GA, was first elected to the CA Board in 1980. Eddie is partner and manager in a farm operation in which he raises and sells number one market hogs. He graduated from the University of Georgia with a degree in animal science. Eddie holds membership in the Georgia National Pork Producers and in Gideons International. He and his wife, Kathy, have two children.

PETE RISBRUDT

Elected to the CA Board in 1984, Pete has been employed with CA since 1973. A graduate of the University of Minnesota with a degree in Accounting, Pete serves as Secretary-Treasurer for CA. Residing in rural Ashby, MN, he and his wife, Janice, also operate a 600-acre farm raising soybeans, wheat and barley.

GOV. BOB RAY

Gov. Ray joined the CA Board in 1986. As Governor of Iowa for 14 years, he served in many state and national leadership positions.

Currently Gov. Ray serves as President and Chief Executive Officer of Life Investors Inc. He also serves as a director of a number of organizations including the Maytag Company, the National Endowment for Soil and Water Conservation, and is a trustee of Drake University. Gov. Ray and his wife, Billie, have three daughters.

Putting the Rural back into Rural Education

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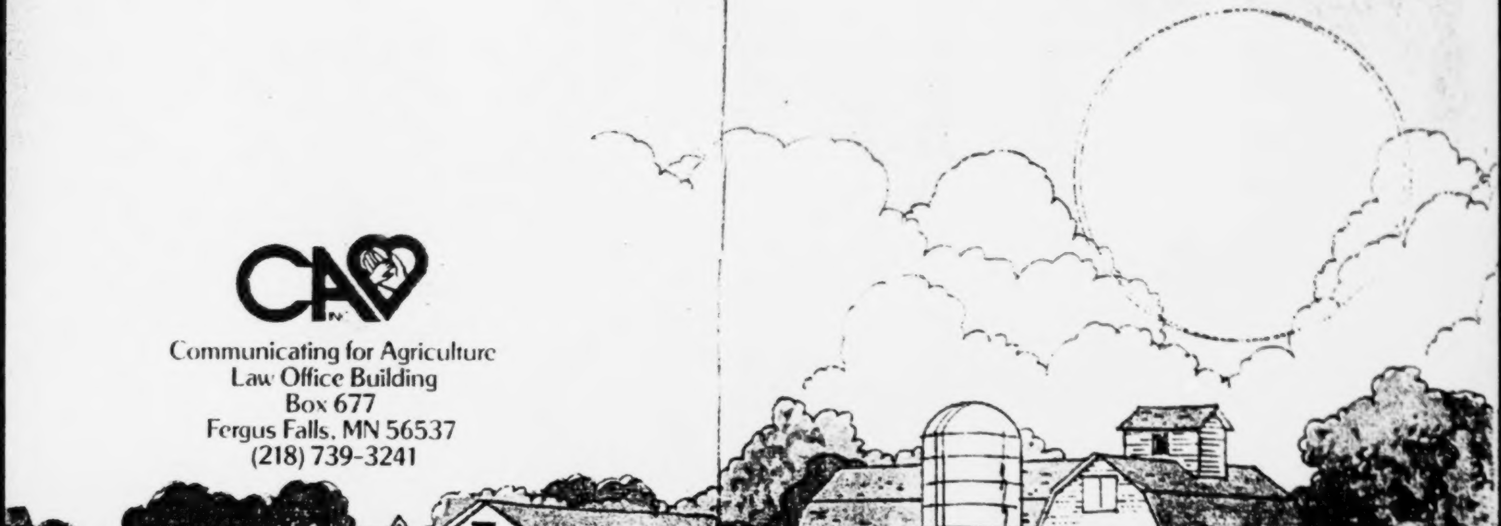

Putting the Rural Back Into Rural Education

As we face the future in America, it is clear that the rural way of life is worth preserving. This way of life is characterized by independent, intimate and moral life styles. Rural people desire to be close to nature in open spaces and to collectively reveal a strength, vitality and integrity which results in caring and collaborative efforts to solve their own problems and forge their own future. It is the rural values which are threatened as rural communities decline and decay.

The existence of the rural community often rests in a precarious balance of economic, social, political, psychological and historical forces. The closing of the local cafe or implement and repair shop, the discontinuation of a local celebration, the loss of the community school, the loss of pride in the area, the emmigration of the brightest and most capable people all contribute to the decline of the rural community.

The community school is the one institution that can positively affect all of the forces in a community. In the past, however, rural schools have indirectly contributed to the decline of the community with the acceptance of urban standards and values, urban curriculum and urban plans for the organization and structure of the schools.

It is the intent of Communicating for Agriculture to put the rural values back into rural education and thus help save rural communities and the rural way of life.

Local school boards determine policies which define the way local districts meet state rules, regulations, directives and recommendations. Local Boards can adopt policies which provide positive guidelines for the education of rural children. The way a school is organized and much of the curriculum content is a matter for much local discretion.

Putting the Rural Back Into Rural Education is a special project by Communicating For Agriculture and the CA Foundation.

It is within this area of local discretion that we suggest that local boards adopt the following policy statements:

1. Develop Pride in Rural America — Teachers in all subject areas will show evidence of the following:

a. The use of local history, local customs, local economics and local geography in the curriculum.

b. The use of local citizens as resource persons, both for their ability to assist with instruction and as subjects of study by learners.

c. That the community is used as a "classroom". (Not all the learning is confined to classrooms in the more restrictive sense of the word.)

Pride in rural America can be developed with the inclusion of local customs and geography, the use of local persons as sources of information and by allowing students to go into the community to learn. The *"Foxfire,"* project has demonstrated that it can be done and the many local adaptions of *"Foxfire"* such as *"Sodbuster"* and *"Doing Minnesota"* support that notion.

The idea that there are people, ideas and their creations worthy of study, close enough to hear the proverbial "clang of the school bell" must be reinforced. These sources are real to students who can hear, see, smell and touch the persons and objects they are studying. A book, on the other hand, must rely on printed words and flat pictures. The real world is always more exciting and relevant to students.

2. Include Rural Economic Development in the Curriculum — Teachers in all subject areas will include examples of the local economy (especially farming), and will include examples of special projects and small business opportunities such as gun smithing, blacksmithing, fish farming, wild ricing, craft industries, maple sugaring, cheese making, alcohol still operation, vegetable gardening, printing, computer assisted management, auto restoration, upholstery, tailoring, woodworking, metalwork, and so forth.

Rural areas need people to, among other things, populate their schools, eat in their cafes, attend their social events, take pride in social efforts, and to remember what happened yesterday. It is to support the development of local industry and farming that this policy is suggested. Cottage industry can include dollmaking, carpentry projects, ceramics, pottery making, as well as all of the suggestions in the policy statement. Students in schools can also learn how to set up and run a small business.

In addition to small business they should study how to set up a cooperative.

Finally, farming should be included in the curriculum from the first grade examination of the family nature of farming to the intricacies of the science of farming in junior and senior high school.

3. Institute Youth Community Development Projects — Teachers in all subject areas

identify and sponsor Community Youth Leadership projects. These projects can include community cleanup and/or restoration, as well as planning for community sponsored events. Youth leadership education must also include leadership opportunities in the community.

There are at least two parts to this policy statement: 1) that youth be given leadership training and 2) that they be given opportunities to use the leadership skills on community projects. Responsibility, cooperation, decision making, and self-management are desirable outcomes of youth leadership. While learning the leadership skills the rural community can become the living laboratory to apply these skills. Community projects can be brainstormed and guided to maturity.

4. Create an urban awareness of and appreciation for rural life — Teachers in urban schools will show evidence that various aspects of the rural way of life be included in their curriculum.

If there is to be the narrowing of the 'we-they' or the 'rural-urban' gap, urban students need to study the rural way of life. They need to know how farm products are produced and marketed. They need to know what life in a small town is like and what rural people do as families, clans and communities — for work, play, and worship. They need to know how rural people think and feel and what makes them laugh. They need to develop an appreciation for rural art, music and theater. They also need to comprehend the nature of the rural countryside as a resource base for the nation and the world. Finally, they need to know the roles of the farmer and agri-businessman in the American and the world economy.

5. Support the Creative Arts in Rural Education — That evidence be shown that the creative arts, especially the work of regional artists, are supported as a necessary part of the school curriculum and as a creative stimulant to the community. This may include the use of community volunteers to teach some of the arts.

The creative arts are the harbor of creativity and creativity is a natural part of human expression. Rural persons are no less in need of aesthetic outlets for their creative spirits than persons living in other areas. Music, literature, poetry, art, dance, and theatre all find proponents and performers in rural areas.

6. Integrate technology into Rural Education — That appropriate technology be employed to deliver educational services in low-frequency subjects. This technology may include computers and television (preferably interactive).

Two way, interactive, or full motion television is being used to deliver educational services in rural and urban areas. This allows some subjects to be taught although student numbers in any one school are too few to support that offering. Television and computer combinations are

available to teach some highly sophisticated courses in science and math.

Although the goal of a rural school should not be to duplicate urban curriculum offerings, students should have access to some specialized courses. These courses can be made available with appropriate technology.

7. Examine age-grading and fragmented learning schedules — The age grading of students needs to be re-examined as a viable plan for rural schools. The fragmenting of learning into one period per day for five days a week also needs to be re-examined as to the most efficient schedule plan.

Students can be grouped in any of a number of ways that mix grade levels and ages (i.e. Primary School grades K-2 - Intermediate School grades 3-4, Middle School grades 5-8, High School grades 9-12). Class size will be increased and teacher time better utilized. Middle and high school subjects may not be taught every year but could be offered on a cycle that follows the number of years that a student will be in school (i.e. middle school once every four years).

Rural schools also need to examine the daily/weekly schedule of classes. More time may have to be devoted to a subject if a resource person or a traveling scholar visits the school. Scheduling can be infinitely flexible and changing with resources and subject matter needs. State standards requiring minimum hours of study in certain subjects can still be met.

Parents and educators can best approach this policy by assuming that there are no grade levels and no hourly schedules. Students show up in the A.M. and leave in the P.M. and they may study a subject as long as is deemed necessary on a given day and are grouped by learning task and readiness for that task.

8. Seek appropriate delivery systems — That teachers and administrators show evidence that the educational needs of students are being met with a variety of innovative delivery systems, (i.e.: traveling scholars, mobile classrooms, shared services, flexible organizational patterns, use of volunteers, and use of community resources).

School and community leaders need to work together to make sure that educational needs of students are being met with the limited resources available in the school budget. Rural schools that are closed because the use of volunteers is not encouraged are not doing an adequate job of community planning and communicating.

Schools should also consider cooperating with neighboring districts for the delivery of services to special-needs children and to share teachers, equipment and instructional resources. This, too, requires planning and communication. When faced with a school closing, every alternative should be examined. The cost of neglect may mean the end of a rich and productive way of life.

Here Is How You Can Be Involved:

School Districts that have an implementation plan for any or all of the policy statements will be designated a Rural Education Action District (READ).

BENEFITS FOR READ'S

A READ district plaque.

Your district will receive a Rural Educational Action Packet (REAP), a resource guide to assist in implementing the policies of *"Putting the Rural Back Into Rural Education"*.

Your district will be listed on the National Honor Roll for READ districts.

Free copy of the Communicating for Agriculture newspaper will be sent to your library.

Students from your school who intend to live and work in rural America will be able to apply for a READ scholarship to further their education.

Graduates from your school can become eligible for the International Agricultural Exchange Program and special available scholarships. Area families will have the opportunity to become host families.

Students from your school will be surveyed annually as part of the National CA Survey of Young Rural Americans.

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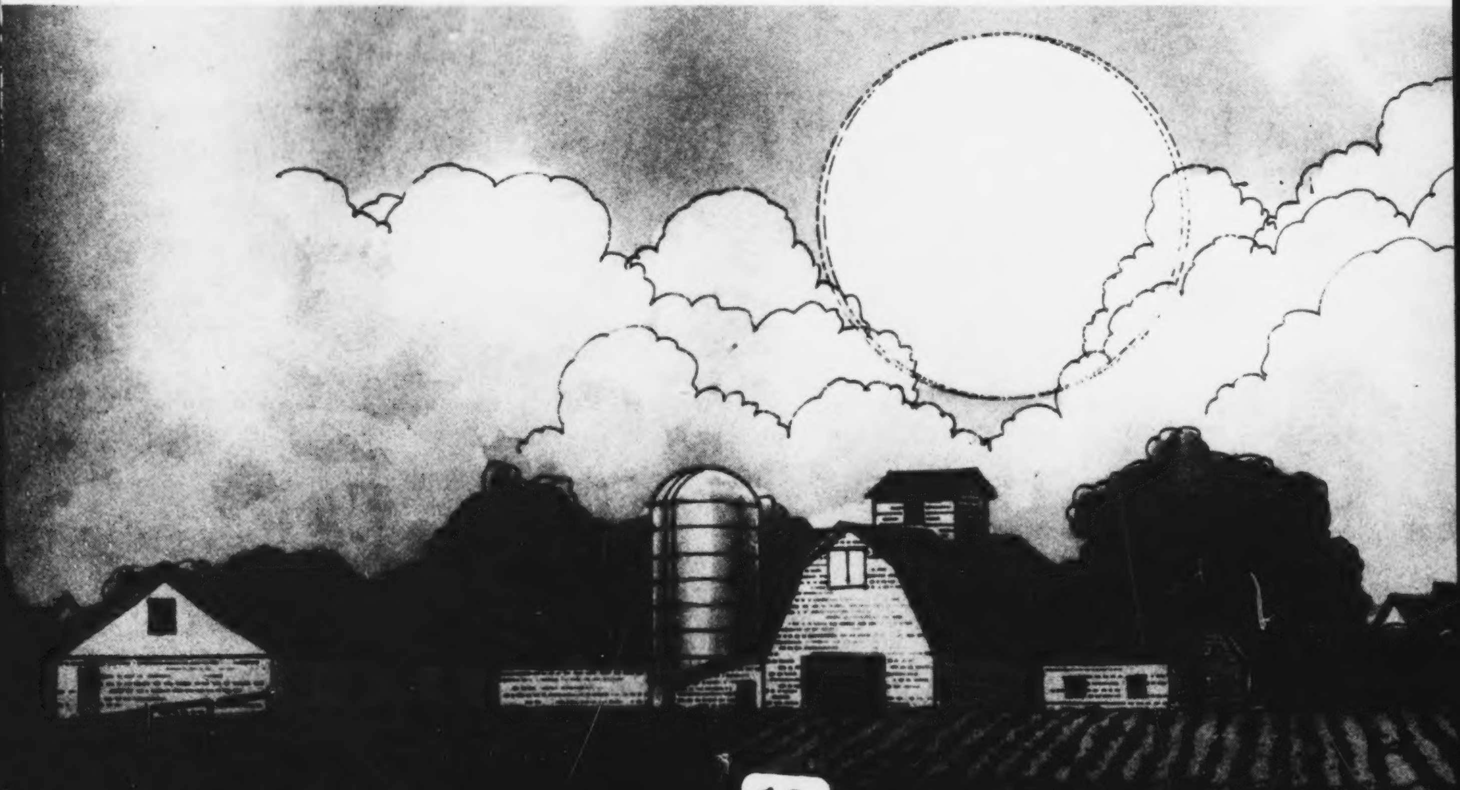
Hubel is a product of Southwest Minnesota and although an admitted refugee from rural America for a time, has returned to champion the rural way of life. He has written several books for teachers on the advisor system and one for students on the same topic. However, his interests and energies have at least partly been directed toward rural education. As a member of the Board of Directors of Communicating for Agriculture he has spearheaded their campaign to *"Put the Rural Back Into Rural Education"*. This is not a program calling for federal or state action but for action by local school boards.

Why & How
To
Become
A
READ
District

A Special Project of Communicating For Agriculture and the CA Foundation



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Let's Put the Rural Back in Rural Education

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We who live in the rural countryside will forge its future. The "rural way of life" we have defined is characterized by independent, intimate, and moral interpersonal relations. We choose to live close to nature in open spaces and to collectively show a strength, vitality and integrity which results in caring and collaborative efforts to solve our own problems and determine our own destiny. It is this pioneering spirit that still lives in the countryside, and it is this spirit that will continue to guide our combined rural efforts.

However, unified political action in behalf of rural schools has been difficult to mobilize, for many reasons; however, three of the major causes are 1) the many differences of rural areas; 2) the independence of the rural population; 3) and the urban biases of reform proponents.

Rural Nebraska is significantly different from rural Mississippi in educational needs and proposed strategies to meet those needs. These differences can be multiplied by comparing other areas as well from Alaska to Appalachia. The existence of many "rurals" makes it difficult to support state or federal legislation which purports to improve or to stabilize conditions in rural schools. Because educational policies and corresponding funds are tied to different tax bases and formulas, for example, it is difficult to support a national shift from one tax base to another or to criticize the allocation of special funding because state and local units vary in their economic purposes and plans.

Another force which fragments political action for rural education is the fact that rural people are fiercely independent and self-reliant. We are suspicious of government above the local level. We want to solve our own problems and finance our own social efforts.

Part of this reluctance to support legislation is nurtured by a history of giving up too much to gain too little. For example, many programs to preserve the family farm have, in fact, favored the larger farmers and have destroyed the small farm. Rural independence has thus been bolstered by a critical look at legislative intentions.

Finally, the school curriculum defines for children what is important to know and be able to do. It has long been recognized that textbooks used in elementary and secondary schools, published by large corporations, uniform in appeal, have been loaded with urban-industrial biases. The move to the city for more employment opportunities, as well as recreational offerings, has typically been equated with progress. Those people who stayed in rural areas were thought to be backward and "uncultured." It is this bias which is a subtle message in many textbooks.

The late Senator Hubert Humphrey recognized this urban bias when he spoke to a senate subcommittee on rural development:

> *"The truth is that rural America, with the exception of a few of us who want to talk of this burden, is forgotten. I mean most of the people in government come out of the country and go to the great universities. They get a fine education and by the time they are through with it, what they knew about rural America has been flushed out and they come back with an entirely different set of values and thinking."*

Standardization of the organization and content of compulsory education has paralled the expansion of education in the United States. Laws affecting education at both the state and federal levels have been aimed at harmonizing rural and urban schools. One example of this uniform movement has been the development of the graded school. Whereas small schools were generally non-graded, the model most used today is the graded school. Graded schools need a minimum number of people to support a graduating class. Course requirements have been added, and the range of topics and courses within subjects have been increased. Minimum numbers of students are needed to support a wide range of course offerings.

Other standards imposed by urban policy makers are punctuality, obedience, and the performance of rote-repetitive work. Schools do not operate on milking, sunrise and sunset, hunting, haying, seeding, harvesting or feeding schedules. They operate on factory schedules. Rural schools do not adjust to seasonal variations in workdays or variable working schedules. They all start at about the same time and place a heavy emphasis on punctuality. Factories operate efficiently on fixed schedules. Most rural enterprises, including farming, can operate on flexible time schedules.

Schools are not organized on the notion of shared power but rather upon obedience to authorities. The hierarchy of the factory with managers and foremen parallels the hierarchy of the school with principals and teachers assuming the authoritative roles. Factories need people who know what monetary rewards obedience will bring them. In many rural families and communities, the factory model of blind obedience to authority may not be the best training model for living in rural America.

Finally, factories need workers who can work long hours on fairly boring repetitive tasks. Schools have thus built schedules on rote-repetitive work, a plan not necessarily well supported by sound psychological principles. Rural work, on the other hand, is very often changeable day by day and week by week, demanding creative problem solving skills. The farmer especially is often the "jack of all trades," playing a variety of planning, working and problem solving roles in a given day.

We are not trying to alienate or separate rural from urban or to create a "we - they" dilemma. Rather we are trying to return to some kind of balance between the two. In the past, modernization has meant urbanization, and schooling has been a major part of that modernization. This means that schooling is potentially destructive to rural culture. Phillip Coombs states the dilemma this way:

> *In rural areas especially, their schools are called upon to launch a child from a static, ancient, and impoverished environment into a dazzling new world of modern ideas, outlooks, knowledge, and gadgets. At the same time, however, they are cautioned not to alienate the child from its own cultural heritage or from the practical development needs of his/her own neighborhood. How can they meet these diverse and often clashing expectations?*

In addition to this dilemma, a variety of mandates have come to local districts from state and federal levels to deal with such wide ranging issues as handicapped education and drug and alcohol abuse. Formulas for the funding of mandated programs are punitive to the small and rural school. Most mandates are modeled for urban populations and tailored for urban management systems. For example, in Minnesota the urban schools need a computerized management system. They can operate more efficiently with such an information system. The state has mandated and funded such a management system. In effect, rural areas are helping to pay for a system the urban schools could not get along without. The same system is of at least questionable necessity for rural schools. The stated purpose of all of these movements has been equality of educational opportunity.

All students, both rural and urban, can benefit from gaining an understanding of the different needs of schools in rural areas. Students in city schools often grow up without an understanding or appreciation for rural life or rural problems. Urban attitudes are often expressed from positions of ignorance about and detachment from rural life styles and issues. This works both ways, and it is not the intention of a rural education program to be blind to the unique problems of urban schools.

Despite the urban biases, there is a renewal of interest in keeping rural schools open, rather than to accept the conventional wisdom which leads to consolidation. There are several reasons for this trend, and although the reasons are complex and may be stated in other terms, they include the following:

(a) Some reversal of the rural to urban migration and a prediction of even greater population redistribution in the future.
(b) Pressure against centralization, standardization, and consolidation in education.
(c) Dissatisfaction with the conventional urban solutions to the education problems of rural areas.
(d) Renewed respect for rural education models which puts the school in the center of the community, supports an informal family environment in school, produces graduates that do as well as urban counterparts, and can adopt certain innovative practices more readily than their urban counterparts.
(e) Concerns about equal educational opportunity for rural children.
(f) Concerns about the ways rural schools are judged. 1) Judging rural schools by urban criteria and standards virtually guarantees a negative assessment, even in situations where the rural schools are serving their students well; 2) urging rural schools to adopt urban models of education may be counterproductive not only because such models are inappropriate in the rural context but also because the urban models themselves may be seriously flawed. In other words, the argument was made that while it was, at best, risky to try to replicate successful urban practices in rural areas, it was simply not sensible to ask rural schools to adopt practices which were unsuccessful in the metropolitan areas; 3) and utilizing urban models often inhibits rural schools from creatively exploiting their own unique advantage. For example, many rural schools have given up individualized instruction in order to be more like "normal" classrooms. Similarly, participants noted the irony inherent in rural children studying science strictly by using old urban-designed texts while the huge natural laboratory surrounding them goes unnoticed and unused.

The economic and social cost of closing a school in small communities often means the end for the small town in which the school is Icoated. As one educator has said:

> *"The result of this community disintegration is less frequent contact between people who used to interact closely with each other. This causes what has been referred to as "homelessness" which manifests itself as a "... permanent identity crisis, a condition conducive to considerable nervousness ... and restlessness ...". Besides psychological and behavioral consequences for the individual, such as lack of identity, a feeling of conflict between incompatible values, an alienation, there are also economic repercussions for society at large. When people do not care for each other or exert informal social control beyond a narrow family sphere, the welfare state has to expand such services as old peoples' homes, pension systems, nursery schools, the health service, the police force and so on." (C.F. Midre, 1973)*

The social, economic and psychological costs of rural community disintegration are great in the long run. Supporters of rural America are searching for political processes which will avoid this seemingly irreparable damage.

State and Federal political action which favors rural education might be confined to opposing any program which contains mandates for rural schools without equitable funding provisions. This does not mean that political action is not possible! We suggest that much of the political effort be directed at local school boards. Local school boards can determine local policies which define the way local districts will meet state rules, regulations, directives and recommendations. State standards often require minimum amounts of study in each academic area. For example, in one state, high school students must satisfy two units of social studies (each unit being 120 clock hours of instructions). The organization of the school day and much of the content is a matter for local discretion.

It is within this area of local discretion that we suggest local boards adopt the Communicating for Agriculture (CA) policies on rural education.

UNITED STATES DEPARTMENT OF EDUCATION
Office Of The Secretary

T.H. Bell
Secretary of Education
August 23, 1983

Rural Education and Rural Family Education Policy for the 80's

The Department of Education recognizes the unique and valuable contributions rural America has made to both the social and economic development of our country. In recent decades, however, the changing dynamics of our urban centers have forced public policy decisions which tend to emphasize solutions to urban concerns rather than rural concerns; this despite the fact that over one-fourth of all Americans still live - and are educated - in areas described as "rural."* While the Department of Education remains committed to programs that help urban youth and adults, it is appropriate that we strengthen our efforts to provide programs that address the educational needs of rural and small town youth and adults. Those educated in rural areas must be provided with the basic educational tools necessary to enter an increasingly complex workforce. Rural educators ask no more than "equity" in their attempts to work within the Federal and State education structures to assure rural and small town youth and adults equal educational opportunities. To meet this goal, the Department of Education adopts the following policy:

> RURAL EDUCATION SHALL RECEIVE AN EQUITABLE SHARE
> OF THE INFORMATION, SERVICES, ASSISTANCE AND FUNDS
> AVAILABLE FROM AND THROUGH THE DEPARTMENT OF EDUCATION
> AND ITS PROGRAMS.

As defined in the 1980 census, the rural population comprises all persons living outside urbanized areas in the open country or in communities with less than 2500 inhabitants. It also includes those living in areas of extended cities with a population density of less than 1000 inhabitants per square mile.

To the extent that resources are available, the Department of Education is prepared to take the following initiatives in this regard:

- The Department will assist educators and administrators on all levels interested in developing outreach and volunteer programs with the active support **and interaction** of parents, teachers, civic groups and the business community to improve the delivery of educational services to rural communities.
- The Department will work to expand the data base on the condition of education in rural areas, and will provide the necessary technologies to disseminate information relevant to curriculum, organization, personnel and support services needed for educational institutions serving rural communities. **Data collection will focus on information relating to regional designations; goals of rural education and rural family education; surveys of rural curricula; test score comparisons; tax base/student ratios; characteristics of effective rural programs and institutions; and descriptions of intermediate service agency delivery systems. To disseminate information to educational institutions and programs serving rural communities, including rural school districts, the Department will utilize State Departments of Education; ERIC/CRESS; the Rural Education Association; other professional and service organizations; national advisory councils; youth organizations; intermediate units; American Education Magazine; and, county and local agencies.**
- The Department, **with appropriate control staff,** will closely monitor Education program regulations, eligibility and evaluation criteria, subregulatory directives and administrative policies to insure equity for all LEAs regardless of size, location or condition. **Monitoring will focus on reducing complexity of criteria for funding; reducing complexity of application and reporting procedures and forms; and reducing unrealistic requirements in general while insuring competent and enlightened staff monitoring.**
- The Department will assist in identifying and developing special programs available for handicapped individuals located in rural areas.
- The Department will provide personnel to coordinate the consolidation of available research on shortages and additional needs for analysis by the Secretary's Rural Education Committee. **Research will focus on effective practices and characteristics of effective rural programs and projects.**
- The Department will include rural institutions in demonstration and pilot projects, and will involve cross sections of rural communities in educational technology planning.
- The Department will provide consultative and technical assistance to rural educational entities as a means to improve the quality of education in rural areas. **To facilitate communications, the Department will support initiatives such as an annual national forum; a monthly newsletter; and utilization of extension services and existing organizations for dissemination of information.**
- The Department will assist in improving public sector/private sector collaboration by coordinating networks at local, regional, State and Federal levels.
- The Department will assist rural education in improving the achievement of black students, American Indian students, children of migrant workers and other minorities. **To this end, the Department will focus on data concerning rates of graduation from high school and college, including secondary and postsecondary vocational institutions and programs; gains in functional literacy, changes in college enrollment and achievements in adult education.**
- The Department will assist individuals and families living in rural areas with family education programs and services through vocational home economics education, an established delivery system, as a means of improving quality of rural family education.

APPLYING FOR DESIGNATION AS A RURAL EDUCATION ACTION DISTRICT (READ)

Communicating for Agriculture Inc. is committed to promoting the importance of rural education. CA believes our Rural schools provide a quality of education unmatched by larger, better funded urban schools.

If your school district is Rural, and is committed to this principle you might qualify as a Rural Education Action District (READ).

CA has developed eight policy statements which, if implemented, will "Put the Rural back into Rural Education". These policies encourage Rural educators to:

—Develop pride in Rural America
—Include Rural economic development in the curriculum
—Institute youth community development projects
—Create an urban awareness of and appreciation for Rural Life
—Support the creative arts in Rural Education
—Integrate technology into Rural Education
—Examine Age-grading and fragmented learning schedules
—Seek appropriate delivery systems

If you are interested in becoming a Rural Education Action District, the following pages will explain the benefits and provide an application.

BENEFITS FOR READ DISTRICTS

—A plaque designating you as a READ District. This plaque will be sent upon receipt and approval of the application form found in this packet. Please display the plaque in a prominent place in your school.

—Your district will receive a Rural Education Action Packet (REAP), a resource guide to assist in implementing the policies of "Putting the Rural back into Rural Education." Regular updates to the REAP will be provided to other READ districts which are implementing rural education policies. (Additional REAP's will be available from Communicating for Agriculture, P.O. Box 677, Fergus Falls, MN 56537.)

—Your district will be listed on the National Honor Roll for READ Districts. A news release will be sent to your local paper and your name will be published in the Communicating for Agriculture newspaper.

—A free copy of the Communicating for Agriculture newspaper will be sent to your library.

—Students from your school who intend to live and work in rural America will be able to apply for a READ scholarship to further their education. Scholarship information on CA Foundation Scholarships appears in this packet.

—Graduates from your school can become eligible for the International Agricultural Exchange Program and special available scholarships. Area families will have the opportunity to become host families.

—Students from your school will be surveyed annually as part of the National CA survey of young rural Americans.

SCHOLARSHIPS

I. Purpose of the Scholarship.
    A. To provide financial assistance for education beyond the high school level.
    B. To encourage young people to live and work in rural areas.
    C. To promote and encourage young people to choose careers that will serve the rural areas.
    D. To promote agriculture and agri-business.
    E. To promote international agricultural exchange.

II. Eligibility
    A. Open to everyone, except that directors, officers, employees of the Foundation or CA, or active enrollers and their dependents.
    B. Must be going into an agriculture related field or other field which will allow them to remain in and serve the rural area.
    C. Must apply by completing CA Foundation standard scholarship application materials.

III. Basis For Judging Applications
    A. Recommendation - 25%
    B. Scholastic Record - 25%
    C. Job Field - 35%
    D. Essay Question - 15%

IV. Awarding Of Scholarships
    A. Consideration will be given to top applicants. Priority is generally given to first time applicants for their initial years of post-high school education.
    B. Checks are made payable to the recipient and the institution.
    C. Applicants with merit but not awarded scholarship may be held for reconsideration at the next committee meeting. If declined then, the applicant may reapply.
    D. Applicants will be notified of their status after each committee meeting.
    E. Recipients may reapply after one year.

V. Schedule For Awarding
    A. Regular scholarships are in the amount of $250. International Scholarships may cover up to 25% of the program costs.
    B. The Scholarship Selection Committee generally meets in March, June, September and December.

Scholarship Application

Personal Information

Name ____________________
(First) (Middle) (Last)

Home Address ____________________
(Street or Route) (City) (County) (State) (Zip)

Birthdate ____________________ Marital Status __________
(Month) (Day) (Year)(S or M)

Parents' Names ____________________
(Father) (Mother)

Parents' Occupation ____________________
(Father) (Mother)

CA Representative ____________________

Educational Information

High School ____________________

School Address ____________________

College, Vo-Tech, Other Post-High School Institution Attending or Planning to Attend

____

Address ____________________

Date Entered or Expected to Enter ____________________

Level Attained: Freshman_____ Sophomore_____ Junior_____ Senior_____

Expected Date of Graduation ____________________

Major ____________________ Minor __________

Career Information

What type of work are you hoping to obtain after graduation? ____________________

Will you be working in a rural area? ____________________

On a separate sheet of paper, in your own words and handwriting, explain how your major is related to agriculture or agri-business. Detail some of the ag related courses you have taken or plan to take. Then, on the same sheet of paper, answer the questions below:

1. Why is it important for you to locate in a rural area?
2. How will your career serve rural America?

Signed ____________________ Date __________

Signed ____________________
(Parent or Guardian)

Instructions to CA Scholarship Applicant

1. Transcript:

Please have official copies of your high school and college, university, or vocational school transcripts sent to:

Communicating for Agriculture
Scholarship and Education Foundation
Law Office Building
P.O. Box 677
Fergus Falls, MN 56537

2. Recommendations:

Please contact two references for letters of recommendation. Give each reference one of the recommendation forms, attached to these instructions. Please have them submit the completed form and their letter of recommendation directly to the CA Scholarship and Education Foundation.

The first reference should either be your high school principal or counselor, or your adviser or supervisor in college or vocational school.

The second may be an individual of your choice (another educator, local farmer or business person, clergy, etc.)

Communicating For Agriculture
Scholarship & Education Foundation
Recommendation Form

Please complete the following form and return it to: Communicating for Agriculture Scholarship & Education Foundation, Law Office Building, P.O. Box 677, Fergus Falls, Minnesota 56537, along with a **letter of recommendation** for ________________________________.

(Student Name)

	Superior	Good	Average	Fair	Poor
Initiative	5	4	3	2	1
Cooperation	5	4	3	2	1
Responsibility	5	4	3	2	1
Attitude	5	4	3	2	1
Extracurricular Involvement	5	4	3	2	1

....

In what capacity do you know the student? ________________________________

________________________________ ________________________________

(Signature) (Date)

We would appreciate any additional objective comments you would want to submit. ________________

____

Communicating For Agriculture
Scholarship & Education Foundation
Recommendation Form

Please contact two references for letters of recommendation. Give each reference one of the recommendation forms, attached to these instructions. Please have them submit the completed form and their letter of **recommendation** for ______________________________.

(Student Name)

	Superior	Good	Average	Fair	Poor
Initiative	5	4	3	2	1
Cooperation	5	4	3	2	1
Responsibility	5	4	3	2	1
Attitude	5	4	3	2	1
Extracurricular Involvement	5	4	3	2	1

In what capacity do you know the student? ______________________________

____

____

(Signature) (Date)

We would appreciate any additional objective comments you want to submit.

PUTTING THE RURAL BACK INTO RURAL EDUCATION

Rural Education Action District Application Form

____________________ is applying for designation as a Rural Education Action District (READ).

In the space provided, indicate how your district is implementing one or more of the policy statements of "Putting the Rural back into Rural Education." For information on each of the following policy statements, please refer to the brochure "Putting the Rural back into Rural Education," or to the Rural Education Action Packet (REAP).

1. Pride in Rural Development
2. Economic Development
3. Community Development
4. Urban Appreciation
5. Creative Arts
6. Appropriate Technology
7. Organization and Structure
8. Other Delivery Systems

Name and address of newspaper and other media that covers your school news. (If neccessary, please use other side of paper.)

____
Superintendent or School Board Chairperson

____
District Name

____
Address

____
Phone

____
READ District Contact Person

One School District's Commitment to Rural Education

Elizabeth Community Unit School District No. 208
Elizabeth, Illinois 61028

READ Application

Elizabeth Community Unit Public Schools
Elizabeth, IL

We feel qualified to be considered a READ District because we not only believe in the Rural Education program, we live it!

We do so many things in Elizabeth that cross the lines of all the listed policy statements. Here are only a few of our recent and/or continued programs:

- We believe in down home honesty. No locks on our lockers. When suggested a few years ago by a few students . . . the vast majority said — no locks instill honesty, and honesty is one of the values we have.
- We teach local history. Our Juniors, all of them, write term papers in American History on local history. We have thus learned about the old Georgetown bridge, the remains of the milling house, the ruins of the fort that stood just outside of town during the Blackhawk War, and on and on.
- We visit community shops and stores. Two grades travel to historic Galena annually (the nextdoor town) to see a history tour we helped write...and, by the way, now over 14 local districts participate in!
- We have annual Terrapin Clean-Machine Days . . . one for the 8th graders, one for high school. We "clean-up the town" street by street. We even work at homes for one day . . . no charge . . . doing odd jobs. Why? Community service and **pride** in our town. It is also a way of saying thanks for supporting your school.
- We believe in saying thank you. Most classes always send thank you notes to places they have visited or to people who have shared something with them. This little courtesy is always remembered.
- We have pride in ownership. The school is the kids'. When they mess it up, they clean it up . . . and no one needs to tell them. We still have doors on the bathroom stalls, mirrors, original equipment in many rooms . . . and NO graffiti. When we have a problem we have an assembly . . . and the individual values of ownership solve the problem without discipline.
- We let students buy the accessories. Over the years they have purchased the trophy cases, stage curtains, bike racks, video equipment, outside signs, announcement boards, basketball hoops, etc., etc. No one asks them. It is tradition . . . and pride in ownership. And, never has a single item they purchased been vandalized or damaged by our students.
- We believe in education. We do not participate in free vacations. No suspensions. No expulsions. We work out our problems here. We treat students with respect . . . they respond with respect.
  We work toward pride. Last year we entered the national 7-Up Spirit Day Contest. We won the regional contest (5 states) and came in second nationally. **Every** student 100% participated! Over 1400 people attended the second event in a gym that holds 900, and in a town of 750! **Every** business participated! Our motto? "Spirit Day is EVERY day!"
- We believe in a total curriculum. We have Art, Music, Band, Drama. We take pride in expansion of curriculum . . . and, even though we have limited financial resources, we have tremendous support. We invite and offer transportation to anyone to attend our free concerts. We share our creative arts, and love it!
- We care. Our guidance department works with families as well as students. We have parenting clinics free in the evenings with the staff donating their time. Our administrators **teach.** One of them even teaches a special class entitled, "Love, Trust, and Success."
- We believe in doing. We take field trips anyplace and all the time. We visit museums, parks, towns, colleges, theaters, concert halls, cities, etc., etc. For a total enrollment of 380 in grades K-12, we take about 30 field trips a year. We share our world with our students, and share our students with the world. We trust our students and almost 100% of the time receive compliments on their exemplary behavior!
- We communicate. We share our good news and needs with our community through a newsletter, newspapers, and all sorts of media. An informed public is a cooperative public . . . if what you have to inform them builds their pride. We emphasize that the school is EVERYONES SCHOOL!
- We work at this feeling of caring everyday! Our staff members from bus drivers to teachers, Board members to administration, our students and parents, our grandparents and non-parents . . . are treated with respect, made to feel as important as they are, and cooperate in keeping our school number 1 . . . always, and in all ways.
- There is no end to this list, or to the responsibility of keeping the RURAL in our shool!

Excerpts from "Ensuring Excellence in Education for Rural America", presented at the Rural Education Seminar in Washington, D.C. in May 1983

An elderly stonemason, carefully building a wall along the side of a country estate, was asked by the owner why he used so many small stones around the large ones.

"They are needed to keep the big ones in place," he explained. "If I leave small stones out, the big ones will not hold and the wall will fall."

Is it not so with rural schools, asks Anne Campbell, commissioner of education for Nebraska? If they are left out of planning for the pursuit of excellence in education, the educational system as a whole will fail.

Strewn about the social landscape of the nation, the big boulders are those that attract one's eyes first — the concentration of students in large urban and suburban schools, where the problems of poverty, illiteracy and social change appear obvious. And where examples of excellence are singled out for attention. Not as noticeable are the myriads of smaller stones, more different in color, size and shape than they are alike and, if piled together, impressively reaching to half the measure of the stacked-up boulders.

Nearly one-third of the nation's elementary and secondary school students attend schools in small towns and rural areas. There are more school districts with fewer than 1,000 students than there are those above that. To understand their importance, which extends far beyond numbers, however, we need to look at where they are, their characteristics, and the changes they are experiencing.

What Is Rural?

According to federal government definitions, metropolitan areas are those with urban centers of 50,000 population or over, including counties and adjacent counties if they are commuter-connected. All other counties are lumped together as non-metropolitan. Under this standard, 17 states still are predominantly rural, four others are almost so. These statistics leave out of the rural definition, however, some states where rurality greatly influences policies and outlook, such as Indiana, Tennessee, Colorado and Utah.

During the time that school districts were heavily consolidated or eliminated (since 1930), the rural population declined from 43.8 percent of the total to 26.5 percent (1970). Since then, however, there has been a reversal of this trend.

What is the adult population like, compared to those living in metropolitan areas? It is older, few live on farms (one out of 9 rural people), the educational level is lower, especially for blacks; and even its poverty is distinctive. As compared to poverty conditions in cities, poverty in rural areas is more prevalent, the rural poor are more likely to be employed, poor families are more likely to be intact but be in poorer health and have less accessibility to health care.

We dwell on the poverty aspects because they are a very real determinant of the needs and the resources in education for many rural areas. The wealth of rural school districts varies widely (as we also shall see later), but of the 250 poorest counties in the nation in 1975, all were rural, accounting for 40 percent of the poor in the entire country.

While every state has its poor counties, those in the South have disproportinately more. According to 1975 statistics, 237 of the 255 poorest counties in the country were located in the South; 41 percent of all blacks living outside of metropolitan areas had incomes below the poverty level — and almost all lived in the South.

State statistics also are misleading. California is the least rural state, but has the tenth largest rural population. Nevada, with only 20 percent of the population classified as rural, is 47th in the proportion of its rural residents, but with a population density of only 4 per square mile, it is the third most sparsely populated state.

Of the population under 25 in rural areas, just under 50 percent lives in the South (96 percent of all rural black youth are in the 16 Southern states). About 30 percent (7.4 million) rural youth are in the North Central states.

What are the Characteristics of Rural School Districts?

In 1977, 1.2 percent of the school districts enrolled 28 percent of the public school students. Yet, 26.7 percent of the school districts enrolled only 1.2 percent of the students. These were the districts with fewer than 300 students.

Regional differences in organization of districts follow certain patterns, according to researchers Jonathan Sher and Stuart Rosenfeld. Districts in the South follow county boundaries (where the superintendent frequently is an elected official). Those in the Northeast tend to follow town boundaries, and, consequently, are much smaller. Midwestern states also follow township lines, while the Western states are mixed, with the Southwest tending to follow county units and the Northwest more decentralized and with smaller districts.

The enrollment disparities in the two states with the largest number of school districts are an interesting comparison. Nebraska's average district enrollment is 121, while that in Texas is 864.

According to 1976-77 statistics, rural school districts average less spending per pupil than urban school districts, about 20 percent. Of the 46 states that analyzed expenditures by population density, 35 reported the nonmetropolitan areas spent less than the state average. Most of the states that reported higher nonmetropolitan expenditures were in the West with sparsely populated rural areas. The transportation expenditures in their rural areas, for example, were four times greater than in their metropolitan centers.

Less money apparently results in fewer extended educational services. Five years ago metropolitan areas spent far more than rural areas for employment training and vocational education — a 5-1 ratio in the Southern states. Further, there were 35 percent more of the 3-5 age group in preschools in metropolitan areas than in rural areas.

Undoubtedly, federal programs and new state formulas sensitive to rural diseconomies improved these spending disparities through 1981, but changes in those programs and in state fiscal capacities since then may be jeapordizing the balance.

What of the People and Their Values?

Rural people, generally, are pleased with their schools. A Department of Housing and Urban Development survey (1979) concludes that in the 1,000 small cities studied, the residents "are proud of their public schools and consider them an asset." Twenty percent of those surveyed rated school facilities excellent and half rated them adequate. Further, the annual Gallup poll on the public attitude toward public schools consistently reports the highest satisfaction among residents of small towns and rural areas.

Commenting on the data from a study of the very smallest schools in the country, Faith Dunne, Chairman of the Department of Education at Dartmouth College, found a sincere satisfaction. The majority of the teachers, administrators and school board members "say that their small schools do a good job of teaching basic skills, maintaining good discipline, keeping the curriculum up to date, controlling alcohol and drug abuse, fostering good communication between teachers, students and parents, and keeping facilities up to date." It should be added, however, that Dunne's study, of schools generally with fewer than 300 students, examined communities that were "stable, relatively white, affluent and west of the Mississippi."

Stereotypes exist of our rural areas in general, but stripping away the buffonery one discovers the basics — those common elements that researchers find over and over and that those who grew up or have worked in rural areas testify to with pride.

Paul Nachtigal, who finds in the countryside the seeds to nourish American society's growing interest in decentralization, or a "demassified society" as he calls it, describes these commonalities:

> *". . . in small towns there still exists a personal, tightly knit sense of community. People tend to be generalists, not specialists; there is a minimum amount of bureaucracy; the small size, personal nature of relationships is conducive to shared decision making; everyone can have their say . . . The rural culture within which rural education operates still runs more on verbal conversation, verbal agreements rather than written memos. Who said it is likely to be as important as what's said. Time is still governed more by the seasons of the year than a clock. Values are more traditional. The labor force is made up of entrepreneurs rather than corporate employees; rural people are more inclined to make do, responding to environmental forces rather than rational planning to control the environment. There is more a spirit of self-sufficiency, taking care of one's own problems, than one finds in the city, where problem solving is left to the 'experts'."*

The Most Important Factor

There remains one characteristic of rural education, more important, more determinant of outcomes, than any other. It has been alluded to previously, and its relevancy will remain constant throughout this report.

Rural schools are as different from each other, as they are from the urban systems which so often serve as their contrast.

Gathered under the rubric of "rural" are the schools of Vermont, central to the tiny communities that dot a tiny state and strongly embodying the New England tradition of local autonomy, and those of the ranch country of eastern Oregon, where students may travel a hundred miles a day to school. There are the schools in bustling ski areas of Colorado and on islands in Maine, reached only, and in winter infrequently, by ferryboats. Our schools in this report may be able to afford carpeted buses, as in western Oklahoma, or be unable to replace dilapidated, hazardous buildings, as in many communities in the rural South.

Looking at their socio-economic conditions, cultural background and demographic characteristics, Gjelten defined five types of small school districts for the rural education conference. They are:

- **Stable.** This is the closest to the "classic" idea of rural — white, homogeneous, agricultural, mostly white in the west and middle west. They have:
- Relatively few problems.
- The best rural education systems.
- The ability to pay for good programs.
- Many educational options.

- **Depressed.** These have an underdeveloped economy, marginal sources of income, a moderate to high minority enrollment and an outmigration. There are:
- Few "in kind" resources.
- Unresolved questions regarding the distribution of money and resources.
- Fewer opportunities for quality programs.

- **High Growth.** These schools have new opportunities, both in dollar resources and in people. The most common issues are:
- Planning
- Management
- Difficulty in forecasting needs

- **Reborn.** These are in scenic or otherwise new recreation areas, with high rates of in-migration and new "energies;" people are coming there by choice. Conflicts include:
- Native vs. newcomer values
- Lack of direction for the future for students
- Cultural and social changes.

- **Isolated.** These are so unique they deserve a special category. Because of enrollment-based formulas, they lack funding, and, as Gjelten has observed before, their isolation now is more profound than in the past "because there is so much more to be isolated from." It is very difficult to teach about the outside world, he said, because students have such little contact with it. A former teacher on a Maine island himself, Gjelten said students in these isolated communities must make choices on their future but they are less prepared to make such decisions because they have no sense of their options.

With this diversity, Gjelten said, it is difficult to make generalities about excellence in rural schools. There is a wide range of quality that should be celebrated, but there also are schools that are in desperate need of help. The answers to improvement, he believes, will lie in a community-defined mix of solutions, combining local resources and technology.

The Strengths of Rural Education

We have dealt with some generalities about the "feel" of a rural school setting. Now we need to look at the parts — at those elements that could be called the strengths of rural education and the adaptions rural education is making to maintain or improve schooling. They are the:

- Support and involvement, almost fierce loyalty, of the community

- Extensive involvement of school districts with each other
- Educational service agencies in rural areas
- Cooperative attitudes and policies of state officials toward the unique needs of rural school districts
- State's sensitivity to the diseconomies of rural school district operations in state funding formulas
- Programs that are encouraging and developing teacher training projects
- Innovative ways in which many rural schools are providing for the needs of special student populations

What Needs To Be Done

We have maintained throughout this report that rural schools are too different from each other to suggest a "rural solution," so it may seem inappropriate to now make some general recommendations. Yet there were some underlying themes, both stated and implied, that surfaced at the rural education conference and that have been emphasized in our discussions of strengths and weaknesses of rural schools.

Interestingly, although rural school administrators and rural communities in general often are wary of outside pressures for change, almost all of the rural education conference speakers, whether rural educators, researchers, university faculty or public officials, said rural schools needed help. The proposed solutions varied greatly, from the establishment of a national "rural policy" merely the exemption of rural schools from some paperwork regulations. It was obvious, however that the past self-reliance and dogged determinedness of rural schools to survive despite neglect and inappropriate policies imposed on them, isn't good enough anymore. The same egalitarian goals — to educate every child to their maximum potential — that have characterized urban and suburban schools for the last two decades — are shared by most rural educators. To give rural youth the option of staying or leaving, to prepare them to handle changing social values and to take advantage of new technologies, to become the focal point for economic and cultural development within their communities, to have the teachers and administrators who can shoulder these challenges will require many helping hands for rural schools.

They need:

- Adequately trained teachers and administrators
- Opportunities to develop rurally-relevant curricula
- Assessment of the instructional needs of rural students
- Long-range planning
- Sensitivity to the "rural situation" by state and national officials
- Careful examination of the impact of decreased federal funding in rural areas.
- Regional, state and national data banks to put educators in touch with resources all over the country
- Coalitions to foster leadership in local communities

While there is no "rural model," there is, as many of the conference sessions indicated, a potential for "rural modeling." There are rural educators and other citizens successfully working to enhance their community life. If things get done in rural communities because of personal persuasion and leadership, then it would seem that the foundation for achieving excellence in rural education must make use of the same material — of personal sharing. There need to be opportunities for those who have fashioned excellent rural education and rural community development programs to serve as catalysts for others; rural teachers who have used the school environment well and developed flexibility in teaching need opportunities to talk to other teachers; university staff who have fashioned training programs that are helping rural schools need to show others in their profession how to do it; state officials, legislators and education chiefs who have shaped successful policies for rural schools need to work with their peers on specific solutions for rural education problems.

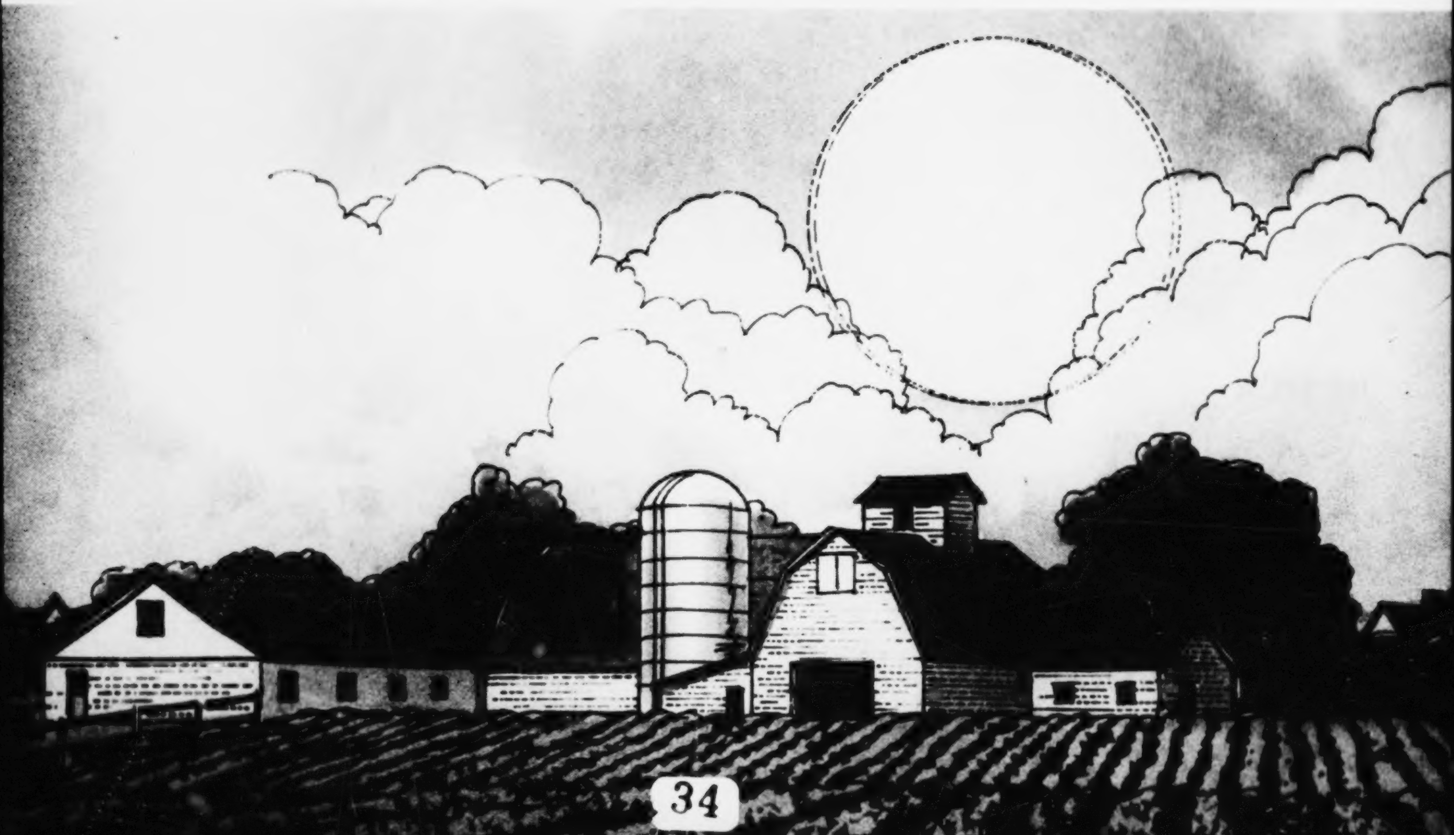
Perhaps the framework to make such sharing possible calls for a national "rural policy." However, channels exist already, channels such as state and national associations of school administrators and school board members and regional service agency administrators and school board members and regional service agency administrators; teachers' groups, parent associations; the Education Commission of the States; and associations of higher education institutions, specifically the teacher training departments.

Waiting for all rural communities to appreciate the need to learn from each other is too slow a process for the millions of children now enrolled in rural schools, whose productive adulthood primarily will be spent in the first half of a very different, very complex next century. But perhaps the traditional caution of rural communities to change is because there are limited opportunities to help each other. A program to forge such links is worth pursuing and certainly in agreement with rural values.

There is a strong possibility that as rural schools build on the strengths of the experiences of each other, integrating change into a local network where what the schools do dominates what the community accomplishes, they will become a model for other schools and communities.

Education in rural America, Natchigal has written, "is the one place where we really have a chance to put all of the pieces together."

Rural Knowledge Bowl



RURAL KNOWLEDGE BOWL

In 1983 what percentage did American farmers receive from every dollar spent in grocery stores for U.S. farm products? How many persons does one American farmer feed? What is the capital of Lebanon?

If you can answer these questions and 97 more like them you can vie for cash prizes in the Communicating for Agriculture Rural Knowledge Bowl. Thousands of students who attend small and rural schools are eligible to find out how they "measure up" when given this current events standard.

The Rural Knowledge Bowl was started in 1984 and successfully involved thousands of students in the process of proving their excellence in knowledge about current events. During the first round of competition a 100 item multiple choice test was administered to **all** students in secondary schools from a specific geographic area. The top scorers were then invited to a final round of competition with other local winners. The number of finalists was determined by a formula allowing one finalist for every 50 students in the school. (Any sensible ratio can be used.) Another 100 item multiple choice test was used to determine the five final round winners who received $100 (1st place) and $50 (each of the next four places).

This year a new dimension has been added to the program — a "crib sheet." Crib sheets get their name from sheets that students would condense and carry with them to review for examinations (we hope only for prior review.) Although the term has negative connotation (something cribbed or stolen) we hope all rural students will "steal" this heretofore unavailable material about various aspects of life in rural America and highly useful statistics about American agriculture. If it is true (and we believe that it is) that most textbooks contain urban biases, this is a chance to counterbalance this inequity. As rural students "steal" some glances at rural America they may find that there are aspects of life within their sight and touch that are also worthy of study.

If it is also true that the true minority group even in rural areas is farmers, we need to bring an awareness of farming to non-farmer rural dwellers. It may even be our hope to reach some of those rural people in urban exile with information about life and times in their spiritual home. The section on agricultural statistics can only lead to a greater understanding, by all, of the importance of the American farm in the past, present, and future of American growth and prosperity.

SPECIAL FEATURES —

1. The Round I Test is given to **all** students on site in their own school.
2. The Round II Test is given to local winners who gather at a central location.
3. Both tests are 100 item multiple choice tests and are available from C/A.
4. All Round I winners receive a certificate of achievement.
5. The top 5 winners receive cash awards (1st - $100, 2nd-5th $50) from the C/A Foundation.
6. "Crib Sheets" are sent to participating schools at least two months prior to the first round of competition. The "sheets" contain special information on life and rural America and important data about American agriculture.
7. There are no costs for Rural Education Action Districts (READ).
8. There are no costs (other than time and energy to complete the application) to become a READ District.
9. The Rural Knowledge Bowl can be used with as few as two schools or as many as 100 schools participating. The only limitation on size is the capacity of a final round sit-down test facility.
10. News releases, letters of congratulations to students, parents, and school board members, first round winner participant certificates, letters of invitation and explanations, and general instructions are all available from C/A.

"The Rural Knowledge Bowl stimulates students and teachers to do a better job on current events."

Gary Gromer
Social Studies Dept. Chair
Pipestone Senior High School

"We accompanied the students to the final test and when we met while students were completing the test was one of the best sharing sessions I have ever attended."

James Gay
Social Studies Teacher
Worthington Senior High

"I couldn't believe it when they said I scored better than over 4600 other kids."

David Quam
Final Round Winner

"The test was tough and fun. I couldn't believe some of the questions."

Steve Johnson
Final Round Winner

PARTICIPATING SCHOOLS — 1984 RURAL KNOWLEDGE BOWL

Adrian, Appleton, Atwater, Balaton, Beardsley, Belview, Browntown, Buffalo Lake, Comfrey, Danube, Dawson-Boyd, Fulda, Granite Falls, Hector, Hendricks, Luverne, Marshall, Maynard, Morgan, Murdock, New London, Pipestone, Raymond, Renville-Sacred Heart, Slayton, Tracy, Verdi, Westbrook, Windom, and Worthington.

Please send me more information about the Rural Knowledge Bowl ________________

Please send me this year's Rural Knowledge Bowl tests and also please include the "Crib Sheet." ____________

We are a READ District. Send free of charge ____________

Enclosed please find $7.50 ____________

Name ____

Address ____

____

Send to: C/A National Headquarters
Fergus Falls, MN 56537
Attn: Rural Knowledge Bowl

SAMPLE QUESTIONS: 1984 and 1985 RURAL KNOWLEDGE BOWL TESTS

In 1983 American farmers received _____ cents from every dollar spent in grocery stores.

1. 12
2. 23
3. 35
4. 48

Today, one farmer feeds ___________ other people.

1. 28
2. 76
3. 42
4. 54

Two states that have textbook adoption policies and spend a combined total of almost 150 million dollars for textbooks are _________ & _________

1. California & Texas
2. Arizona & New Mexico
3. Iowa & Wisconsin
4. Texas & California

The original purpose of the "Foxfire" project was to

1. publish a best seller
2. develop self esteem and a desire for learning in students
3. play down the "old mountain culture"
4. make fun of the "locals"

A 1979 Youth survey indicated that the main reason for dropping out of school was

1. pregnancy
2. chose to work
3. moved
4. other reasons; didn't like school

The number one and two states for retension of students (percent of ninth graders who graduate) are _______ & _______

1. South Dakota & Wisconsin
2. Tennessee & Florida
3. Minnesota & Iowa
4. Wyoming & Maine

When comparing 102 schools in Southwest Minnesota to schools in the Minneapolis-St. Paul area, average daily attendance and retention of students were

1. about the same
2. insignificantly lower in rural schools
3 insignificantly higher in urban schools
4. better in rural schools

The capital of Lebanon is

1. Jerusalem
2. Kuwait
3. Cairo
4.

According to Census Bureau projections, the fastest-growing state between 1984 and 2000 will be

1. Alabama
2. South Dakota
3. Nevada
4. Alaska

The U.S. Budget deficit is now approaching

1. $250 billion
2. $200 billion
3. $150 billion
4. $100 billion

The 1983-84 federal aid program which was intended to revitalize the U.S. farm economy was

1. P.A.C.
2. P.I.K.
3. F.D.I.C.
4. F.H.A.

The most important worldwide *commercial* **source of energy today is**

1. coal
2. nuclear power
3. petroleum
4. solar power

Which of the following sports is most popular worldwide?

1. soccer
2. baseball
3. tennis
4. basketball

The world monetary system created after the Second World War was fundamentally changed in 1971 when the United States found it necessary to abandon the attempt to maintain a fixed United States dollar price for gold. A major reason why the United States was forced to take this action was the

a. increase in gold production in the Soviet Union
b. increase in gold production in South Africa
c. increase in the price of oil charged by the OPEC countries
d. increase in foreign holdings of United States dollars as a result of deficits in the United States.

Most countries that have a majority of their populations working in agriculture and earn most of their foreign exchange from agriculture exports are finding economic development difficult because

a. they are especially vulnerable to both crop failures and world price fluctuations
b. they can only develop through mechanization of agriculture, but this will create large-scale unemployment
c. there is a declining world market for agricultural products
d. the income of the majority of the population depends upon export earnings

Which of the following statements about the exhaustion of natural resources is most correct?

a. worldwide population growth is the principal factor threatening to exhaust resources.
b. because of their population growth, developing countries account for a disproportionate share of the increase in demands on resources.
c. technological change is the principal factor threatening to exhaust resources.
d. both increasing rates of per capita consumption and population growth are threatening to exhaust resources.

All of the following are characteristics of Islam EXCEPT

a. belief in an after-life
b. monotheism
c. recognition of Moses as an important prophet
d. veneration of Jerusalem as the faith's most holy city

During the course of history, which of the following human activities has contributed most directly to environmental alteration of the greatest area of the earth's surface?

a. Urbanization;
b. Livestock raising
c. Hunting and gathering
d. Cultivation of crops

In China one-third of the farmland and sixty percent of the rural labor force are devoted to growing rice. The major advantage to China of growing rice is that

a. China has surplus farm labor and few alternatives for employment
b. the weight, the nutrient, and the market value of rice per unit of land are much higher than those of other basic grain crops
c. rice, as the major grain involved in world trade, is principally grown for foreign markets to earn foreign exchange
d. the extra labor required for growing rice largely consists of women and children, a fact that makes the cost of growing rice less than that of growing other grains

"Industrial policy" refers to:

a. the "invisible hand"
b. supply-side economics
c. deregulation
d. government shaping of the economy

The first woman was appointed to the U.S. Supreme Court in

a. 1969
b. 1971
c. 1981
d. 1979

Which of the following is the major reason why more and more countries in Asia, Africa, and Latin America have become net food importers in the last fifty years?

a. Generally they have not had the resources to grow enough food to feed their populations.
b. Importing food has seemed desirable as a hedge against frequent crop failures.
c. They have been encouraged to shift production from food crops to cash crops.
d. They have shifted a large part of the labor force to industrial production.

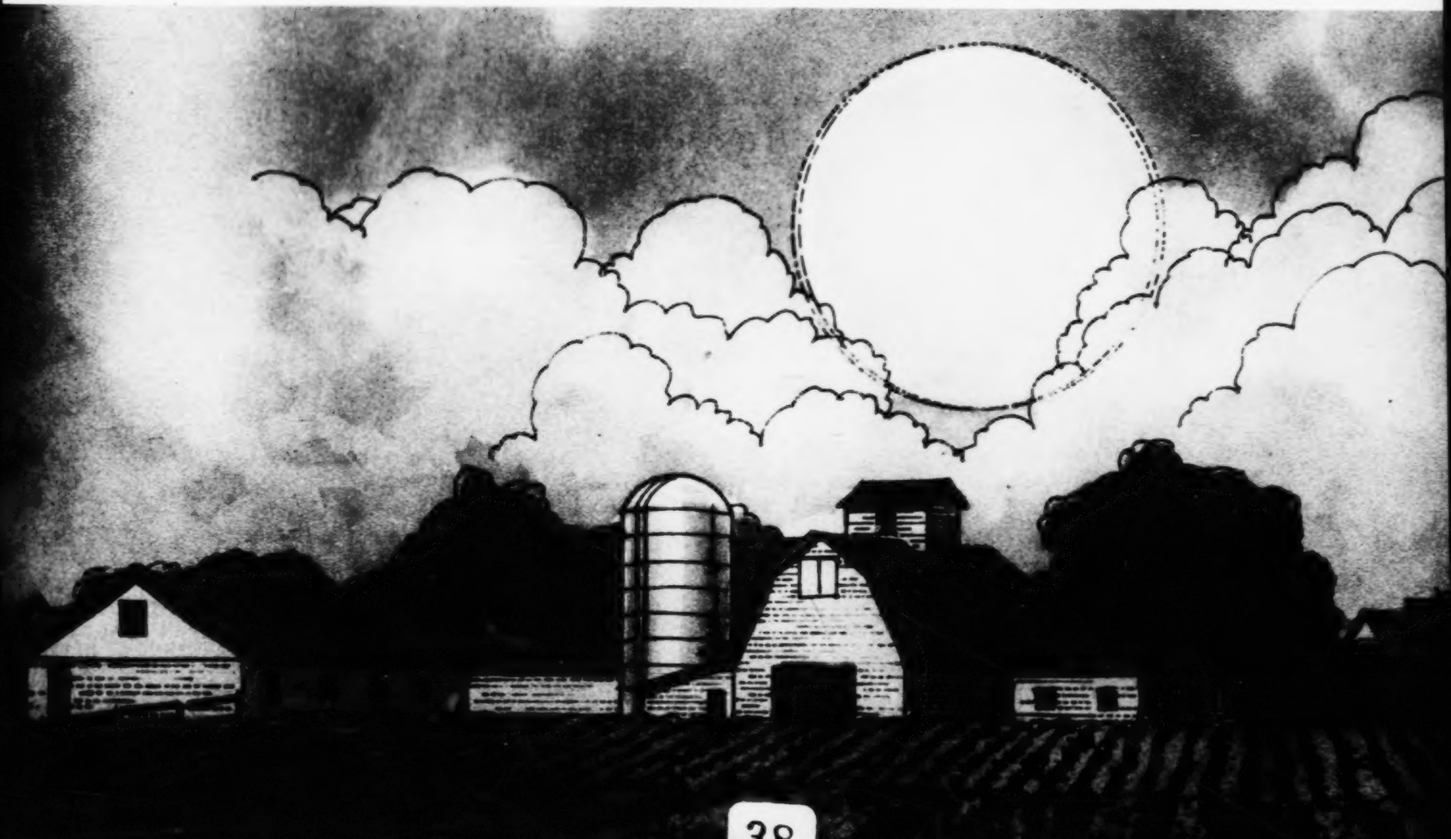
The truth is that rural America, with the exception of a few of us who want to talk of this burden, is forgotten. I mean most of the people in government come out of the country, go to the great universities. They get a fine education and by the time they are through with it, what they knew about rural America has been flushed out and they come back with an entirely different set of values and thinking.

Senator Hubert Humphrey

"I really did that!"

Wesley Taylor, 11th grade
student commenting on
his Foxfire production.

CA Policy #1 Develop Pride in Rural America



CA Policy #1
Develop Pride in Rural America

Teachers in all subjects will show evidence of the following:

a. *The use of local history, local customs, local economics and local geography in the curriculum.*
b. *The use of local citizens as resource persons, both for their ability to assist with instruction and as subjects of study by learners.*
c. *That the community is used as a "classroom" (i.e., not all the learning is confined to classrooms in the more restrictive sense of the word.)*

Statement of Purpose

The school curriculum defines for children what is important to know and to be able to do. Most rural schools use textbooks loaded with urban-industrial biases. This orients students away from their own area and subtly encourages a move to the city. A focus on local resources not only brings new dimensions to the curriculum but re-orients students to accept a new perspective on their own community.

This policy espouses, promotes and defends the notion that dignity and worth can and must exist for all people. People in rural America must feel good about themselves and their communities.

Objective of the CA Policy Regarding the Development of Pride in Rural America

1. *To help students recognize the learning resources available in their area.*
2. *To develop pride in local citizens by making them sources of study.*
3. *To preserve local customs and traditions by studying them and writing about them.*
4. *To encourage some of the most able young people to choose to become adult members of their community.*

Suggested Activities

- *One of the most important individual or class activities is built on the Foxfire model. Students go into the community with camera and tape recorders to interview local residents. They return to write articles about their resource persons for a journal they title (e.g., "Foxfire", "Sodbuster", "Salt", "Rural Nouns". See a listing of Foxfire for a close to home example.*

- *Most of the time, school students study people, places, and things that are dead, far away, and selected by textbook people who live in big cities. "Rural Nouns" is a publication which focuses on local people, local histories and events, projects, inventions, whims, and fancies of people close enough to almost hear the school bell. The project is dedicated to the proposition that there are people, ideas and things worthy of study within walking distance of learners. Henry Ford is at best one dimensional, but you can walk all the way around Mary and Henry VanHee. You can also see, feel, taste and hear their gracious hospitality. Johnny Appleseed is an inspiration to green thumb dreamers, but you can touch the trees and taste the cider that Art Vermeeresch has guided to maturity. You can admire a Winchester and a Remington, but Don Esping is an artisan of equal skill and interest. You can study history, but let Diana and Dan Byrne restore it before your very eyes. You can study a riot in Watts or a ghetto in Detroit, but Milroy is also a source of cause and effect. You can read about a Horace Mann, but there is also a source of information in the people who can think out loud about teaching.*

Your local and state historical societies preserve the past in many ways. They have old maps, records, newspapers, photos, tapes, books, letters and so forth. These are excellent sources of information and study. There are many activities that can be built around materials found in these archives, from studies of architecture to family trees.

Note: Also see Ag in the Classroom and Beefing Up Minnesota Agriculture elsewhere in this packet.

One activity which has been successful is the structured walk through town. First secure an old and dated photograph or map of the town. Next walk through the community, or part of it, and have the students take notes. (Look for clues as to what the buildings might have been used for and what the spaces are used for now.) After you return to the classroom, have the students compare notes. Then show them the photo or the map.

There are local resource persons who might want to come to the school to share. Although it is better to go to them in their own setting, some classroom visits may be encouraged.

Homework can also strengthen the notions of community-based learning. Homework which is exactly the same sort of work that students have been doing all day and is mostly ritual drill and memorization does not fit the rural community work models of problem solving and adaptability. Other assignments might be considered.

Children 5-8 could be asked to look and listen to things outside of school. They can be prepared to share something exciting that they saw or heard from bird nests to the birth of baby pigs. They might describe the feeling they had when swinging, sliding, skating, swimming and riding a bicycle, or how they felt when someone cried, laughed or got mad. They could also describe what family members do to help around the house or farm.

Children 9-11 can visit local fire stations, city halls, museums, historical sites, newspapers and report on what people do and how that relates to what they are studying. They can also be encouraged to read books of their own choice and report on their contents. They can also interview people about special celebrations, anniversaries, family reunions, leisure time activities, family vacations and share this with the class. These interviews and sharing sessions can be scheduled to accommodate all of the oral reports.

Children 11-14 can begin to work on some of the study and skill areas they have not been exposed to up to this time. Music, art, dance, theater, ceramics, woodcarving, sculpturing, flower arranging, rosemaling, needlepoint, quilt making and a host of other arts and crafts programs can be offered after school. A balance of work in the arts can be encouraged for all students. Community members can contract their services for $1 per year and other considerations.

Another part of student homework can be as a community volunteer in a local nursing home, senior citizen center, community park, recreation center, day care center, street department, utilities department, fire department, city office and adult education program. Work should be non-paid and should be required for all students. Records which would include logs and evaluations should be kept to verify student oral reports.

Still another aspect of student homework would be helping/caring projects. Tutoring a peer, visiting an elderly person, assisting the handicapped, visiting the sick, shoveling snow for the elderly, doing odd jobs for the elderly and handicapped and so forth can be facilitated as homework.

Students 14-18 can continue their community volunteer and helping/caring homework projects and can also interview persons in the region about their life and work.

The accumulated homework records of these students would include logs of experience from volunteer, caring, and future choice interviews. The interviews can focus on the quality of life enjoyed by a variety of persons engaged in many different hobbies, avocations, career professions and lifestyles.

Homework with regularly-scheduled peer reporting during the school day that follows the guidelines outlined above would unite the school and community in the pursuit of learning. Just as important, however, is the notion that homework would no longer be of the rote-repetitive "busy-work" nature because there would be little time for work of this kind.

Resources

Foxfire books are published by Anchor Books and can be ordered from your nearest bookstore. "How to" books, titles, *You and Aunt Arie* and *The Salt Book* are listed below. A movie, "*Foxfire*," is available from McGraw Hill Films; check with your local media distribution center.

Colton, R.W., *The Science Program in Small Rural Secondary Schools*, from ERIC/CRESS, New Mexico State University, Box 3 AP, Las Cruces, NM 88003, 1981 at $6.40.

Farris, Dorothea, "Outdoor and Experimental Education", THE SMALL SCHOOLS FORUM, III, No. 2 (Winter, 1981-82) 1-3.

McCain, Earl and Nelson, Murray, "*Community Resources for Rural Social Studies Teachers*," from ERIC/CRESS, New Mexico State University, Box 3 AP, Las Cruces, NM 88003, 1981 at $6.20.

Murrow, Casey, *Using Our Communities: An Outline For Action in Vermont Schools*, from Community Studies Project, Box 156, Marlboro, VT 05344, 1978 at $2.25.

Peters, Richard O., "The Process of Changing and Planning the School Curriculum" in *Rural Systems*, December, 1975 (ED 125 839).

Sandrin, James, "Encouraging Curriculum Relevance in a Rural School," *Environment*, February, 1981 (ED 204 283).

Wiggenton, Eliot, "Is Your School Doing Its Job?," *Southern Exposure*, X, 1, (January-February, 1982) 53-59.

Wiggenton, Eliot, *Moments*, from Association for Experimental Education, Suite F-203, 7200 East Dry Creek Road, Englewood, CO 80204 at $5.95.

Wood, Pamela, *The Salt Book* from Salt, Inc., P.O. Box 1400, Kennebunkport, ME 04046, 1977 at $10.95.

Wood, Pamela, *You and Aunt Arie*, from Association for Experimental Education, Suite F-203, 7200 East Dry Creek Road, Englewood, CO 80204 at $6.95.

STUDYING HISTORICAL BUILDINGS AND LANDSCAPES — Walking Tours. Teaching activity designed by Maureen Otwell, Education Specialist, Minnesota Historical Society, 1983.

Foxfire Project List

***ALABAMA**

GOOD MORNING,
YESTERDAY
Tommie Harrison
Thompson High School
Alabaster, AL 35007

MORNIN' DEW
Catherine Jackson
Barber County Board of Ed.
ESAA Title VII
Clayton High School
Clayton, AL 36016

MULLEIN
Martha Caldwell
Scottsboro Jr. High
1601 Jefferson St.
Scottsboro, AL 35768

REFLECTION'S IN A
SQUIRREL'S EYE
Johnston High School
Huntsville, AL 35804

YONDER
Sally York
Oak Park Middle School
16 Ave., S.E.
Decatur, AL 35601

***ALASKA**

AK'A TAMAANI
June Cherry
Togiak High School
Togiak, AK 99678

ELWANI
Dave Kubiak
Kodiak Aleutian Regional
High School-Box 1516
Kodiak, AK 99615

FORGET ME NOT
Folk Magazine Workshop
Anchorage Community
College
2533 Providence Ave.
Anchorage, AK 99504

KALIIKAQ YUGNEK
Bethel Regional High School
Bethel, AK 99559

KIL-KAAS-GIT
Tamara Smid
Price of Wales HS
Craig, AK 99921

KWIKPUGMUIT
Doug Glynn
Hooper Bay School
Emmonak, AK 99580

TANIISIX
Sherry Spitler (elementary
middle & HS-rural)
Aleutian Region School
District
Technical Center
640 West 36th Ave.
Anchorage, AK 99502

THEATA
Pat Kwachka
COC, Grvening 5th Fl.
(urban & suburban-
college)
University of Alaska
Fairbanks, AK 99701

UUTUQTIWA
Kurt Jaehning
Bristol Bay High School
Box 169
Naknak, AK 99633

***ARIZONA**

NIMAN
Dana Elmer
Catalina High School
3645 E. Pima St.
Tucson, AZ 85716

SADDLEBAG
Bette Vote
Wickenburg High School
(rural)
Box 1418
Wickenburg, AZ 85358

***ARKANSAS**

TRACKS AND TIES
Bob England
Division of History
Arkansas State University
State University, AR 7[illegible]467

***CALIFORNIA**

Ken Easum
Area 7 Alternative
14673 Rex Street
Sylmar, CA 91342

GOLDEN HINDESIGHT
Bernie Griff
Wade Thomas Elem. School
Kensington at Ross
San Anselmo, CA 94960

LONG, LONG AGO
Michael Brooks
Suva Intermediate School
(urban middle school)
6660 E. Suva Street
Bell Garden, CA 90201
213-927-2679

OUT-N-ABOUT
Linda Fisher
181 Calera Canyon
Salinas, CA 93908

J.O.M. COMMUNITY
NEWSLETTER
Tri-County Indian
Development Council
Mrs. Felice Pace
847 S. Main Street
Yureka, CA 96097

SUN AND SAND
Mary Ann Verdugo
Fresno, CA 93706

*COLORADO

MONTANE
Lois Wilmoth/Janie Crisp
Basalt High School (rural)
P.O. Box Z
Basalt, CO 81621

PTARMIGAN
Marge Morgenstern
600 S. Townsend Ave.
Montrose, CO 81401

THREE WIRE WINTER
Bill McKelvie/Tanna Eck
Steamboat Springs HS
Box 664
Steamboat Springs, CO 80477

WHISTLEWIND
Sterling High School
P.O. Box 1652
Sterling, CO 80751

*CONNECTICUT

FREEBIRD
(rural High School)
Jim Czaja
Box 2243
Wilderness School
Goshen, CT 06756

*DELAWARE

LIVING WATER
Jesus House
2501 Milltown Road
Wilmington, DE 19808

DISTRICT OF COLUMBIA

CITYSCAPE
Margaret Stevenson Paris
Duke Ellington School
of the Arts
35th & R Streets, NW
Washington, DC 20007

*FLORIDA

PROP ROOTS
Larry & Jeri Green
Everglades City High
School
Collier County Public
Schools
P.O. Box 129
Everglades, FL 33929

THE DRAGONFLY
Neena Beber
Ranson-Everglades School
Coconut Grove
Miami, FL 33133

LEGADO
Marsha Shafer
Rosemarie Ferry
8865 S.W. 15th Street
Miami Coral Park H.S.
Miami, FL 33165

*GEORGIA

BRONZE REMINISCENCE
Linda Kidney
Jane Willingham
Lakeshore High School
2134 Lakeshore Drive
College Park, GA 30337

BUMBLE HOOK
Deborah Smith
The Clayton Neighbor
Arrowhead Shopping Center
6435-B Tara Boulevard
Jonesboro, GA 30026

CHICKAMUAGA
Chickamuaga Elementary School
Charles Lindsey, Principal
Chickamuaga, GA 30707

Edsel Joiner
Social Studies Department
Eastman Middle School
Herman Avenue
Eastman, GA 31032

EBB TIDE
Frederica Academy
St. Simons Island, GA 31522

FANNIN FOLIO
Ethelene D. Jones
Fannin County High School
Blue Ridge, GA 30513

FIREFLY (The Flatlander Project)
c/o David E. Rodgers
Lanier County High
Lakeland, GA 31635

FOXFIRE
Eliot Wigginton
Rabun Gap, GA 30568

MOONSHADOW
Teddy J. Oliver
School Street-Box 536
Union Co. Jr. & Sr. HS (rural)
Blairsville, GA 30512

PAST TENSE
Madison County 4-H
Heritage Seekers
Danielsville, GA 30633

SOUTHWIND
Calhoun High School
River Street
Calhoun, GA 30701

TOUCHING HOME
Kathy Thompson
Fannin Comprehensive HS (rural)
Box 1222
Blue Ridge, GA 30513

*HAWAII

IMAU I KE KUMA
Faye Tanaka
98-1831 Hapaki St.
Aiea, HI 96701

MO'OLELO
Kapaa High School
4695 Mailehuma Road
Kapaa, Kauai, HI 96746

HOMESTEAD OF KANSAS
Juanita Gish, Adv.
1415 North Adams
Liberty Jr. High School
Hutchinson, KS 67501

THE HEARTH
Mr. Flasschoen
Desoto Sr. High
7107 Lowell
Overland Park, KA 66204

*KENTUCKY

MOUNTAIN REVIEW
Appalshop, Inc.
118 Main Street
Whitesburg, KY 41858

MOUNTAIN MEMORIES
Appalachian Oral History Project
Alice Lloyd College
Box 65
Pippa Passes, KY 41844

RECOLLECTIONS
Evelyn Howard
Campus Director
Lee's Jr. College
Jackson, KY 41339

*LOUISIANA

STRAWBERRY JAM
Jerry Pinsel
S.L.U. Lab School
University Station
Hammond, LA 70401

*MAINE

HOMEGROWN
Joyce Whitmire
Ellsworth High School
Lejok Street
Ellsworth, ME 04065

ROOTS
Kathy Wagner
Calais Memorial HS
Calais, ME 04619

SALT, INC.
Pam Wood
Box 3020
Kennebunkport, ME 04046

*MINNESOTA

FLASH
The Blake Schools
510 Kenwood Parkway
Minneapolis, MN 55403

SCHOOL WITHIN A SCHOOL
Minnetonka High School
18301 Highway 7
Minnetonka, MN 55343

SNOWSHOE - David Bengtson
Long Prairie High School (rural)
Long Prairie, MN 56347

TIME OF THE INDIAN BOOK
Molly LaBerge
COMPAS
6 West 5th Street
St. Paul Building, Suite 700
St. Paul, MN 55102

TRACKIN' BACK
Phil Johnson
Proctor High School
Proctor, MN 55810

*MISSISSIPPI

I AIN'T LYING
MISSISSIPPI: CULTURAL
CROSSROADS
Patty Crosby
Box 89 ASU
Lorman, MS 39096

NANIH WAYIH
E. Charles Plaisance
Choctaw Central High School
Rt. #7, Box 72
Philadelphia, MS 39350

POSSUM TALES EDITION
Lee Ellen Ford
S.D. Lee High School
1815 Military Rd.
Columbus, MS 39701

NA KUPUNA (rural-HS)
Robert Johnson
P.O. Box 759
Kaunakakai
Molokai, HI 96748

NA LEO O LANAI
Helen Fujie
Lanai High School
P.O. Box 757
Lanai City, HI 96763

MANAO O WAIANAE
Gay Kurihara
Waianae HS 85-251 Farrington Hwy.
Wainae, HI 96792

*IDAHO

*ILLINOIS

REDLETTER
Dorene Porter
4546
N. Hermitage
Chicago, IL 60626

TALES FROM THE
GENERAL STORE, INC.
Ray Elliott
Rural Route #2
Oblong, IL 62449

OPEN PRAIRIE MAGAZINE
Shari Marshall (elementary
& middle school)
311 Mulberry Street (rural)
Greenfield, IL 62044

*INDIANA

*IOWA

ROOT PROJECT
Ethel Homan
Remsen Union High School
Remsen, IA 51050

WILDROWS
Ron Winters
215 N. Eleventh St.
Adel-Desoto High School
Adel, IA 50003

*KANSAS

NEGEE (FRIENDS)
Malcolm Smith
Southard School
The Menninger Foundation
Box 829
Topeka, KS 66601 913-234-9566

SILVER BRITCHES
Kathryn Swanson
Westmanland Road
Stockholm, ME 04783

TERRA
Janet Allen
Presque Isle High School
Presque Isle, ME 04769

*MARYLAND

SHIPJACK
Morley Jull
Cambridge-S. Dorchester HS
Cambridge, MD 21613

*MASSACHUSETTS

GIFTED OPPORTUNITIES PROGRAM
Ruth Atwood
N. Bridge Public School
Grammar School 14 Hill St.
Whitinsville, MA 01930

PROJECT BLUEBERRY
(video documentation prod.)
Greg Trimmer/David Bernstein
Minnechaug Regional HS
621 Main Street (suburban)
Wilbraham, MA 01095

PROJECT EXPLORATION
Northwind Magazine
Paul McGowan
North Middlesix HS
Main Street
Townsend, MA 01469

UNDER THE COVER OF KELLY'S CORNER
Peter Richards
McCarthy-Towne School
Acton, MA 02172

*MICHIGAN

LOOKING GLASS
Nancy Patterson
Portland High School
745 Storz Ave.
Portland, MI 48875

WELLSPRING
Gail B. Verplank
Onekama High School (rural)
Onekama, MI 49675

WOODEN SNEAKERS
Charles Huttar
Prof. of English
Hope College
Holland, MI 49423

*MISSOURI

BITTERSWEET
Ellen Massey
Lebanon High School (rural)
777 Brice Street
Lebanon, MO 65536

COBBLESTONES
Tom Keary
1532 Mississippi
St. Louis, MO 63104

CULTURAL JOURNALISM PROJECT
Hancock Sr. High School
229 West Ripa
St. Louis, MO 63125

IN RETROSPECT
Wilda Swift
Webster Groves High School
100 Selma Ave.
Webster Groves, MO

JEFF-VANDER-LOU (urban-HS)
Betty Lee
2953 Dr. Martin Luther King Drive
St. Louis, MO 63106

MANCHESTER: THE UNFORGOTTEN PAST
Paul Horn
Parkway South Jr. High School
801 Hanna Road
Manchester, MO 63011

MOZARK MAGAZINE
Edgar J. St. Clair
Fredricktown High School (rural)
Highway 72, East
Fredricktown, MO 63645

THE CAPE ROCK
South East Missouri State Univ.
Cape Girardeau, MO 63701

*MONTANA

*NEBRASKA

THE NEXT GENERATION
Mark Rhodes
5072 S. 135th St.
Omaha, NE 68137

*NEVADA

*NEW HAMPSHIRE

ALTERNATIVE SCHOOL
Winnacunnet High School
Alumni Drive
Hampton, NH 03842

AUTUMN ADVENTURE
McKelvie Middle School
Liberty Hill Road
Bedford, NH 03102

BACKLOG
Sanborn Regional High School
Nottingham Square
Nottingham, NH 03290

FULCRUM
Hayward Crewe
Hanover High School
Hanover, NH 03755

SPILE
Sarah Riley
Hollis Area High School
Hollis NH 03049

THE TALON
Dennis Robinson
Exeter Area High School
Exeter, NH 03833

TRADITIONS WORTH PRESERVING
Carol Jensen
Concord High School
Warren Street
Concord, NH 03301

*NEW JERSEY

ARMADA
James Fiasconaro
Shore Regional High School
Highway #36
West Long Branch, NJ 07746

EXPLORING HUNTERDON HERITAGE
William R. Fernekes
Discovering Your Local Community
Hunterdon Central High School
Route #31 (rural & suburban)
Flemington, NJ 08822

HELIKON CORNER
Freda Hepner
4 Evelyn Place
Princeton, NJ 08540

PROJECT USE
Phillip Costello, Director
191 Bath Ave.
Longbranch, NJ 07740

ATLANTIC CITY REMEMBERS
Dr. Alia Saygh
Atlantic City High School
Atlantic & Albany Aves.
Atlantic City, NJ 08401

*NEW MEXICO

HANDED DOWN TO YOU
Caryl Porter, Univ. Hills School
Las Cruces Public Schools
W. 301 Amader Ave.
Las Cruces, NM 88001

LIFE CENTER
Mike Loughney
6701 Fortuna, NW
Albuquerque, NM 87107

MIKE KASUSKA
Title IV Coordinator
Zuni Public Schools
P.O. Box A
Zuni, NM 87327

PROJECT BELAY
John Feeley
Aztec High School
500 E. Chuska
Aztec, NM 87410

TSA' ASZI'
Don Grieser
Pine Hills C.P.O.
Box 12
Ramah, NM 87321

*NEW YORK

CORNERSTONE
John Charles
Auburn High School (urban)
Lake Avenue
Auburn, NY 13021

EIDOS MAGAZINE
Wendy Ellis
The Idyllic Foundation, Inc.
Box 455
Cazenovia, NY 13035

WILD APPLE PRESS
Jennifer Wildman
BOCES
6 South St.
Belmont, NY 14813

*NORTH CAROLINA

APPLE CORPS
Mimi Rosenblatt, Advisor
Flat Rock Jr. High School
Flat Rock, NC 28731

HOMESPUN
Richard Lane
P.O. Box 1439
101 4th Ave.
Lexington, NC 27292

Judith Rubenstein, Advisor
Stanford Jr. High School
Hillsboro, NC 27278

COTTENSEED ANTHOLOGY
Patsy Sutherland
West Charlotte Open High Scho
2219 Senior Drive
Charlotte, NC 28216

LIFE ON THE PAMLICO:
Roy Armstrong II
Beaufort County
Community College
Washintgon, NC 27889

THE SKEWARKIANS
Elizabeth Roberson
Bear Grass School
Route #4 Box 336
Williamston, NC 27892

SEA CHEST
Richard Lebovitz
Cape Hatteras School (rural HS)
Buxton, NC 27920 - Box 308

***NORTH DAKOTA**

***OHIO**

THISTLEDOWN
Thomas Robinson
8808 Watkins Rd., SW
Pataskala, OH 43062

WORKMAN
Garnet Byrne
Workman High School
3732 Darrow Rd.
Stowe, OH 45750

***OKLAHOMA**

***OREGON**

CLOUDBURST
Barbara Sonniksen
Beaverton Schools, Dist. 48
(middle)
P.O. Box 200 (suburban)
Beaverton, OR 97225

JR. BUFF
Harold Moore
Madras Jr. High
655 Fifth
Madras, OR 97741

KINGFISHER
P. Jones, Advisor
P.O. Box B
Alsea High School (rural)
Alsea, OR 97324

LEARNING HOUSE
Don Layton
119 East 2nd
Room 211
The Dallas, OR 97058

STEPPINGSTONE
Dave Woodmark
Canby Union High School
1721 SW Fourth
Canby, OR 97013

TIMBER WINDS
Marcia Clark
Corbett High School
Rt. #2, Box 1480
Corbett, OR 97019

VALLEY LOG
Linda Pimm Hirsch
Central Linn High School
Rt. 31
Hasley, OR 97348

***PENSYLVANIA**

CHELTENHAM LOOK AROUND
Ruth Hower
Cedarbrook Middle School
300 Longfellow Road
Wyncote, PA 19038

DIE GLUFT
John Zug
Womelsdorf Elem. School
Conrad Weiser Area School District
Womelsdorf, PA 19567

GAMES FOR KIDS
Mr. McDowell, Stephen
Linglestown Junior High
1200 N. Mountain Rd. 9 (suburban)
Harrisburg, PA 17112

PROJECT LIFE
Victoria Sweet
Chester Co. Career Center
33 Modena Road
S. Coatsville, PA 19320

OUT OF THE DARK: MINING FOLK
Erma Konitsky
Northern Cambria High School
Barnesboro, PA 15714

***RHODE ISLAND**

Linda Wood
South Kingstown High School
(suburban)
81 Columbia Street
Wakefield, RI 02879

***SOUTH CAROLINA**

Margaret Gibbs
Flora High School (urban)
100 Falcon Drive
Columbia, SC 29204

PROJECT S.O.A.R.
Shirley Holgate
The School Dist. of Aiken Co.
Dept. of Instruction &
Special Services
P.O. Box 1137
Aiken, SC 29801

REFLECTIONS
Lynda Milasnovich
Seneca High School
P.O. Box 917
Seneca, SC 29678

SOUTH DAKOTA

LAKOTA EYAPAHA
Tom Casey
Human Services Dept.
Oglala Sioux Comm. Center
P.O. Box 439
Pine Ridge, SD 57770

***TENNESSEE**

Frank C. Roberts, Principal
Ancadia Elementary School
Rt. #1
Kingsport, TN 37660

RIDGES AND VALLEYS:
A Mini-Encyclopedia of
Anderson County,
Tennessee
Jim Stokeley
An Appalachian Experience
The Children's Museum of
Oak Ridge
Oak Ridge, TN 37830

***TEXAS**

BLACK GOLD
Lata Fae Arnold
Panola Jr. College
Carthage, TX 75633

BIG COUNTRY, PLACES, EVENTS,
AND PEOPLE
West Texas Schools
American Heritage Project
ACU Station Box 8010
Abilene, TX 79601

CHINQUAPIN
Pauline Tomlin
Douglass School
Box 38
Douglass, TX 75943

FIRE WHEEL:
Alex Pratt
College of the Mainland
8001 Palmer Highway
Texas City, TX 77591

LOBLOLLY
Lincoln King
Gary High School
Box 188
Gary, TX 75643

OLD TIMER
Winifred Waller
Albany Independent School Dist.
(rural HS)
P.O. Box 188
Albany, TX 76430

PLUM CREEK PRESS
Lockhart Intermediate School
Box 120
Lockhart, TX 78644

SALT GRASS
Rosa Ann Josey
Alvin High School
802 S. Johnson
Alvin, TX 77511

SOMBRAS DEL PASADO
(rural/urban/suburban)
Charlie McDonald
10150 Alameda Ave. - Socorro HS
El Paso, TX 79927

THOSE COMFORTING HILLS
Betty Johannes
Comfort Middle School
Comfort, TX 78013

***UTAH**

INDIAN NEWS
Gay Medina
Inter-Mountain Inter Tribal School
Brigham City, UT 84302

TAMARAK
John Childs, G. McCaulley
Vintah School District
209 S. First West
P.O. Box 668
Vernal, UT 84078

***VERMONT**

PARADISE PROJECT
Larry O'Keefe
Edmonds Middle School
Main & South Union Streets
Burlington, VT 05401

STOWE'S MORE THAN SNOW
Paula Sawyer
Stowe Elem. School
Box 160
Stowe, VT 05672

VILLAGE GREEN
c/o Michael Paretti
Mary Hogan School
Middlebury, VT 05753

***VIRGINIA**

Christine Plummer
York County Public Schools
302 Dare Road
Grafton, VA 23692

HOMESTEAD
Gerald Byrd
Bassett High School
Rt. #3 Box 20
Bassett, VA 24055

John Beard
Goochland High School (rural)
Star Route
Box 11A
Goochland, VA 23063

LOAFER'S GLORY
April Trew
Southside VA Comm. College
Christanna Campus
Alberta, VA 23821

SNAKE HILL TO SPRING BANK
Marian Mohr
6500 Quander Road
Groveton High School
Alexandria, VA 22307

***WASHINGTON**

CROSSCUT
Jim Heynen
Centrum Foundation
Fort Worden State Park
Port Townsend, WA 98368

IMPRINTS
Steve Pearse
Shorewood High School
Literary-Art Magazine
Seattle, WA 98109

LET'S HEAR THE PAST REMEMBERED
William F. Morton
Vashon Island Public Schools
P.O. Box 429
Vashon, WA 98070

***WEST VIRGINIA**

HICKORY & LADYSLIPPERS
Jerry D. Stover
Clay Co. High School (rural)
Box 27
Clay, WV 25043

MOUNTAIN TRACE
Kenneth Gilbert
Parkersburg High School
2101 Dudley Ave.
Parkersburg, WV 26101

WISCONSIN

CHUTES RUTES (suburban-elem.)
Pat Poupore
329 S. Grand
Little Chutes, WI 54140

WYOMING

LATIGO
Scott Weber
Natrona County High School
913 S. Elm St.
Casper, WY 82601

WIND RIVER CACHE
c/o Charlie Patton
Lander Valley High School
P.O. Box 817
Lander, WY 82520

***FOREIGN**

***AMERICAN SAMOA**

FAASAMOA PEA
Caroline Sinavaiana
American Samoa Comm. College (rural)
P.O. Box 2609
Pago Pago, American Samoa 96799

***AUSTRALIA**

ASCOLTA
Roger Holdsworth
12 Brooke St.
Northcote 3070
Victoria, Australia

EMBARK
Pembroke High School
Cambridge Road
Mooroolbark, Australia

FOCUS
Albert Park High School
88 Graham St.
Albert Park, Australia 3206

GABFEST
Casino High School
Casino, NSW
Australia

GRASS ROOTS
P.O. Box 900
Shepparton, 3630
Victoria, Australia

K. Miller/A. Haydock
Dev. Center/Wollah Project
159 President St. (suburan H.S.)
Kewdale, W. Australia 6105

MALLACOOTA MOUTH
Mallacoota School
Mallacoota Victoria
Australia

MURMER
Melton High School
Melton, Australia

NEON
Inner City Educ. Center
37 Cavendish Street
Stanmore, NSW
Australia

PARLIAMO
Coburg High School
Bell Street
Coburg, Australia 3058

PROFILE
Sunshine High School
460 Ballarat Road
Sunshine, Australia

WESTERN MIRROR
Western Youth Welfare Service
259 Ascot Vale Rd.
Ascot Vale, Australia

YABBERSTICK
Prince Hill High School
Arnold St.
North Carlton, Australia 3054

***COSTA RICA**

NUESTRA TALAMANCA, AYER Y HOY
Paula Palmer
Bribri de Talamanca (rural HS)
Limon
Costa Rica, CENTRAL AMERICA

***DOMINICAN REPUBLIC**

GUARIQUEN
Ave. Jose Contreras
No. 73A, ZP 6
Santo Domingo
Dominican Republic

***PUERTO RICO**

GUAJANA
Hilda E. Diaz de la Cruz
Ave. San Patricio 808
Las Lomas
Puerto Rico

***SCOTLAND**

Cailean MacLean
Old School House
Gochdar
South Vist
Scotland

***JAPAN**

William R. Hessling
Nakabayashi
Omori Nishi 3-13-23, Otaku
Tokyo, JAPAN

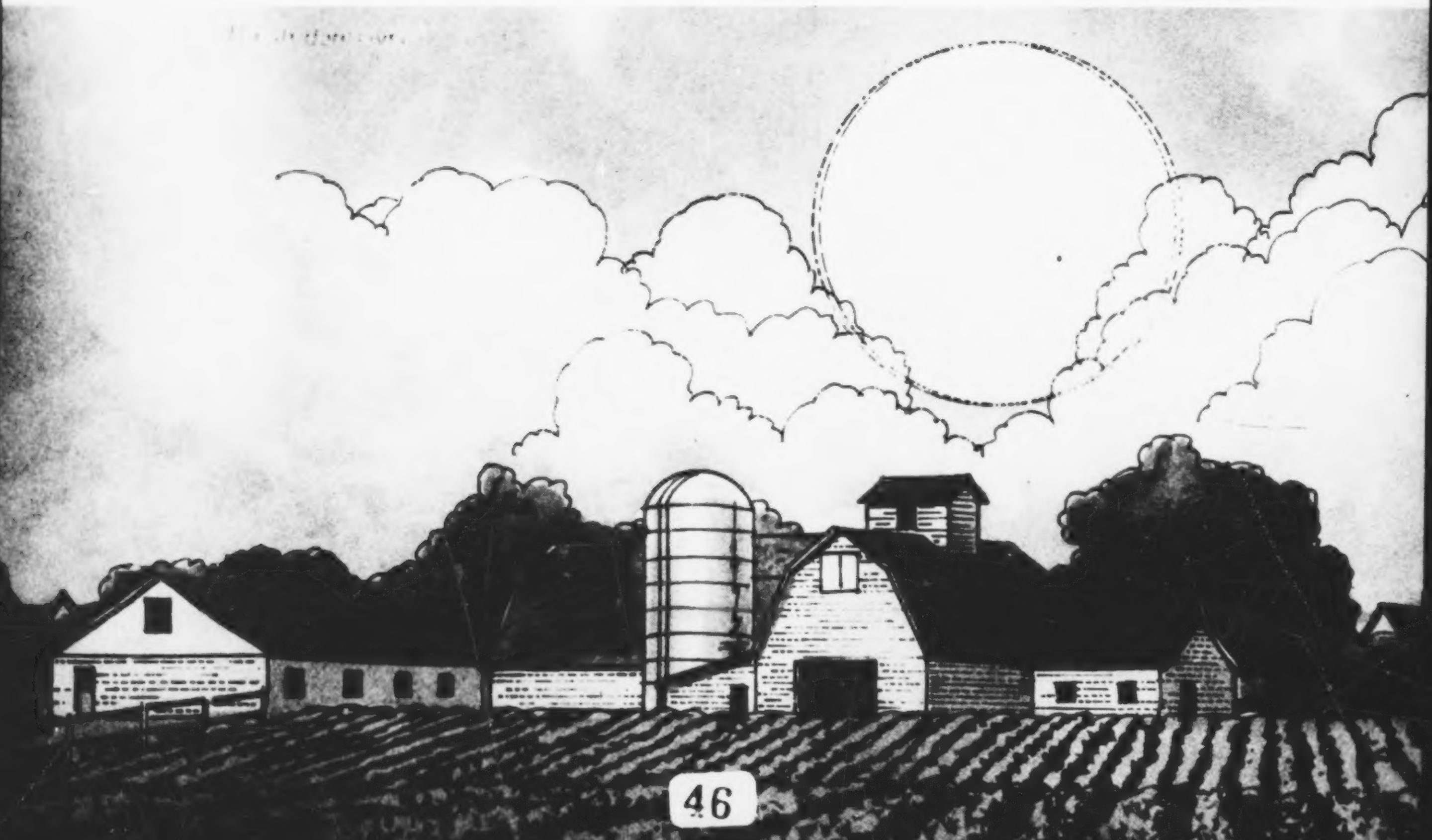
***TURKEY**

TARUS AMERICAN SCHOOL
P.K. 6
Tarus, TURKEY

"We turned around the attitude that once graduated from high school, young people 'gotta get out.' There has been the redevelopment of pride in the community."

Jerry Frerichs, School Board
Chairman, Millford, IL

CA Policy #2 Include Rural Economic Development in the Curriculum



CA Policy #2
Include Rural Economic Development in the Curriculum

Teachers in all subject areas will show evidence of the following:

a. the study of the rural economics in the curriculum.
b. the study of farming and small business opportunities in the rural setting.
c. the study of patron-owned cooperatives.

Statement of Purpose

Rural areas need people to support rural institutions (schools, churches, businesses and social events). People need work to locate and live in an area. Work in rural areas revolves around agriculture and agribusiness; agriculture and agribusiness opportunities need to become a part of the school curriculum.

Today, in rural areas, farmers are a minority population. For every three farmers there are about 97 other persons living in rural society. This means that the economic base of rural areas must be developed beyond agriculture and agribusiness. Rural areas need citizens who are willing to invest their time, energy, and assets in new business opportunities. They can be of a variety of natures such as fish farming, gun smithing, computer management, electronic repair, auto restoration and metal work. Or they can be formed along the lines of the new cottage industries which can be conducted out of the home. Rural schools need to develop a full small business opportunities curriculum for their students.

There have been many times when patron-owned cooperatives have been created to fill the economic needs of a particular area. Farmers elevators and oil, gas storage and delivery facilities are but two of many examples of purchasing, marketing and processing cooperatives in existence today. The history as well as the nature, purpose, structure and function of cooperatives needs to be a part of the rural school curriculum.

Objectives of the CA Policy Regarding Economic Development in Rural Areas

1. *To develop lessons which promote economic development in the school curriculum.*
2. *To include examples of local business opportunities in the school curriculum.*
3. *To encourage the study of agriculture and agribusiness in the school curriculum.*
4. *To develop lessons which introduce students to the many ways to organize a business, including the cooperative method.*
5. *To encourage the creative development of new business opportunities in rural areas.*

Suggested Activities

- *You can also have your students write for the Department of Agriculture publication "The Great American Farm", Box 385, Vandalia, OH 45377. In the curriculum sections, there are three activities - "The Great Food Hunt", "What It Costs to Raise Food", and "My Farm Diary". These materials are developed for grades 4, 5, and 6, but can be adapted for higher grades.*

- *Develop a list of businesses that serve regional rather than single community needs but are located in a small community.*

- *Examples of regional rather than community business can be found in a variety of types of business from service to sales. Visit the businesses you have listed or invite someone from them to your classroom. Have students write stories about them.*

- *Get in touch with the manager of a local cooperative. Ask him/her what educational materials are available from the coop. If none are available, invite him/her to explain the nature of cooperatives.*
- *Get the name of the nearest processing plant (i.e.) wet corn milling, sugar beet, soybean, table bean, flour, milk, cheese, etc.). Have your students complete a study on the effect of locating processing facilities near to production. The study can include management and financing of the plant in addition to a study of effects on local producers.*
- *Get in touch with your nearest Milk Producers Association, Pork Producers Association, Wheat Producers Association, Beef Producers Association, Peanut Producers Association, Cotton Producers Association. Ask them what materials they have available for classroom use.*

There are several computer games/exercise on farming and the use of the factors of production land, labor and capital. There are also several computer farm management systems which can be used in the units on farming. These include all of the variables of what, how to and how much to produce, as well as how much debt and what federal and state programs may be desirable.

Write for information about economic development to:

Duane Lund
Supt . of Schools
Staples, MN 56479

A brief excerpt from the 1982 Rural Education Seminar: "Ensuring Excellence in Education for Rual America" about Staples may encourage you to seek information.

In Staples, Minnesota, it was the leadership and commitment of the schools that became important to economic development.

Fifteen years ago, Staples was a "one horse" town, with its only industry the railroad. "The soil in the area was what we called gravel back home in South Dakota," said Jim Holt. The school district is large, stretching 30 miles by 60 miles over a harsh landscape that was yielding less and less to the 6,000 residents.

Community leaders came together and asked some hard questions, Hold said. Are we satisfied to be living in a dying area? Are we committed to giving our families the best? When the community leadership settled on priorities for revitalizing their little town and its countryside, excellence in education was the first, especially quality vocational education. Others were health services, housing, recreational opportunities, cultural activities, help for churches, the elderly, jobs and the farmer.

The schools became the center for economic development, Holt said, and school people were encouraged to become every involved with the community.

"Beefing Up on Minnesota Agriculture"
A Fourth and Fifth Grade Economics Unit

Abstract

In the fall of 1982 our school received an Agri-School kit for grades 4-5 developed by Minnesota Women For Agriculture. After studying its content (farm animals, exports, grains, sugarbeets, sunflowers, vegetables, fruits, alfalfa, poultry, mink, bees, conservation, chemicals and cooperatives) we believed we could use it as a basic curricula for developing an economics unit in our social studies classes.

Realizing that many children in our rural area are growing up completely unaware of the input that farming has in our community, especially in terms of economics and the number of jobs generated by agriculture, we were able to convince our principal and superintendent that we should teach this unit. We planned and correlated each phase of the unit into economics, language arts, reading, mathematics, art and science. With each lesson basic related economic principles were taught. As each topic was introduced, each child received his/her own "ready -to-use" activity sheet which was both fun and interesting while getting across the basic economic and agricultural facts.

We believe children have a vested interest in agriculture today. Many changes are underway in agriculture that affect our children such as soil conservation, the use of farm chemicals and the switch to fewer but larger farms. Without this knowledge, they cannot respond effectively to the issues concerning a way of life which provides a basic necessity of life — food.

We augmented the Minnesota Agri-School package through creative team teaching and cooperation. Each area of study was thoroughly explored before we invited resource people in the community to come and talk to the children. These included the national champion honey lady, a pork producer, a national hall of fame beef producer, an award winning conservationist farmer, and our local co-op manager. We made field trips to a large dairy farm, a chicken (egg factory), a ranch of a nationally recognized sheep producer, as well as local implement businesses and bank. Thus the community became our classroom and experiences came alive. The real world proved to be more exciting and relevant to our fourth and fifth graders.

Rationale

Agriculture today is not the story of a self sufficient farm family but a business requiring capital investment, modern machinery and the latest scientific advancements. Farmers borrow money, lots of it at times, to grow the crops and raise the livestock. They must purchase huge amounts of expensive energy, fertilizer and chemicals. Thus we learned about productive resources. Our unit showed the children how farm families work together and make the decisions necessary in farming. These decisions include what to produce, how to produce, the amount to produce and for whom to produce. The crops and livestock must be transported long distances to market. We learned that farmers must cope with the ever changing market economy. Fluctuations in the marketplace, and variable weather create an element of risk. It became evident that farmers must be resourceful and make intelligent use of credit, specialization, technology and trade. In short agriculture is a powerful economic force in shaping the way we live now and in the future.

Goals and Objectives

Since we live in a farming community we felt there was a need to have the young students in grades four and five become better informed about the economic impact agriculture has in their lives. Without a healthy agriculture, the economic well being of every Minnesotan suffers. We have attempted to prepare a presentation that can be meaningful, educational and even fun for students in the upper elementary grades.

The following specific objectives were developed in the unit:

1. *to provide a learning situation that would actively involve the children in interesting topics.*
2. *to learn just what exactly is produced and marketed from Minnesota farms.*
3. *to learn economic principles and concepts*
4. *to learn the teminology and vocabulary associated with those principles and concepts.*
5. *to help the children discover their role in the conomic community.*
6. *to provide an opportunity to visit and see area farms and businesses in action.*
7. *to understand and appreciate the contributions of farmers in the production of food.*
8. *to use local citizens as resource persons.*
9. *to provide an opportunity for students to express their originality and creativeness.*
10. *to develop a feeling of pride in our rural heritage.*

Procedure and Content

Our unit was initiated by welcoming the students into the world of Minnesota agriculture. Since we did not use a textbook, each child was instucted to keep a file containing day to day lesson sheets, collections of pictures, vocabulary lists complete with definitions, a product map of Minnesota, drawings, puzzles, original stories and essays and tests. As a culmination of the unit, these materials were compiled into individual booklets with covers designed by the children.

It was surprising to learn that each Minnesota farmer feeds seventy eight people — fifty-two Americans and twenty-six people abroad. Farmers spend a lot of money to produce our food. Then we looked at the expenses of a typical farmer which included livestock and poultry, rent and taxes, feed, wages for farm labor, interest on debts, fuel, supplies, buildings, fencing and farm improvements, machinery, seed and plants, chemicals and fertilizer. To cover all these costs the farmer receives only about 35¢ of each dollar spent on food. A successful farmer keeps good financial records to determine profit or loss and cash flow. Annual profit is what is left over after all costs are paid. Profit is the net return for risk taking and for good management. Annual gross cash farm income comes from the sales of products raised or grown. Students began to understand that farmers can stay in business for a short period of time without making a profit as long as they cover costs. In the long run, however, farmers must make a profit to stay in business.

As the unit developed, students discovered that the farmer needs to have a lot of specialized knowledge including mechanics, animal husbandry, agronomy, carpentry, marketing and finance. Marketing involves selling and transporting products.

The unit continued by visiting the local implement dealers to find out about the various machines used in farming. Pictures of machines were then collected and a paragraph was written about the use of each. "What these machines do cost!" one child was heard to say.

A detailed study was made of the amazing variety of crops grown in Minnesota. Among these were corn, soybeans, wheat, barley, oats, rye, wild rice, sugarbeets, sunflowers, vegetables, potatoes, apples, flax and hay. Two class periods were spent on each product. As each crop was studied, a symbol was placed in the proper location on their individual product maps of Minnesota.

Handling Minnesota's volume and variety of products requires many kinds of businesses. We usually refer to these industries as agri-businesses. Basic commodities produced on our farms are made more useful to consumers by processors. Bread, canned peas, dried milk, cereals and instant potatoes are examples of processing. The students were reminded of the origin of commercial products and the effort required to produce and process them. Cereal does not grow in a colorful cereal box complete with prizes.

For active participation, recipes using Minnesota food products were provided as well as instructions for using the products to make things such as bread baskets and turkey apples. These were done in art classes.

We discovered that corn provides the biggest share of farmer's cash income. This and other up to date facts were given to us by our Minnesota State Commissioner of Agriculture, Mr. Jim Nichols. Not all crops are used solely for human consumption, which led us to the study of animals grown on Minnesota farms. Did you know that Minnesota has more horses on its farms than any other state in the United States? There are also turkeys, chickens for meat and egg production, hogs, sheep, mink, bees, and dairy and beef cattle. The children chose a particular animal to research and write about. They also made a drawing of the animal. It was in this area that we used local people as resource persons. For example, when we studied bees, the national champion "honey lady," Mrs. Valentina Anderson, Lake Benton, Minnesota, made a visit to our classroom. She emphasized the production and marketing of products made by her bees. In science class we studied more about the life cycle of bees, kinds of bees, and made drawings of bees. Another visitor was a pork producer, Mr. Arild Johansen, of Tyler, Minnesota, who discussed the most economic way to raise hogs. Mr. Jack Delaney, Lake Benton, Minnesota, a member of the National Beef Hall of Fame, discussed the most economical beef breed raised in Minnesota.

A field trip was made to Mr. David Guida's dairy farm near Tyler, Minnesota, where we saw cows being milked. We even got to put a finger in the suction cup of a milking machine to feel the vacuum. We saw computer printouts for each of his dairy animals. He explained how they helped him weed out the unprofitable cows. Off into McDonald's hamburgers they go! Mr. Guida even treated us to ice cream bars!

Another field trip was made to Mr. John Wichern's sheep ranch. What a thrill to hold a little lamb! What noisy ewes and so many! Cost of production was also a major factor here as well as the marketing of wool and the live animals.

We also visited Mrs. Mae Halling of Arco, Minnesota, and her egg producing chickens. Can you imagine 10,000 chickens in one building? Here we saw automation in practice and how the eggs were collected and placed in the cooler room. At the end of their egg producing life, the chickens were sold to Campbell's Soup Company. Amazingly one hen provides enough meat for several cases of soup.

A farmer's greatest treasure is his land. Land is soil. Wow! It takes up to 1,000 years for just one inch of topsoil to form. Who told us that? An award winning conservationist Mr. Glenn Krog of Lake Benton, Minnesota. He explained some of the best ways to prevent soil erosion. Posters were made by our students, which were then entered in the Soil Conservation Poster Contest. Several of the children were winners of cash awards.

Farmers who had an economic problem they could not solve by themselves, went to find others who shared the same problem. Together they discussed their needs and came up with this solution: to cooperate. Mr. Roger Hansen of Lincoln County Cooperative Oil Company, Tyler, Minnesota, involved our class in role playing a Tyler School Marketing Cooperative selling candy. The children thought this was great fun, especially after the game when they were permitted to eat the candy!

Aren't Minnesota farmers great? Minnesota foods are well known throughout the world. Production from one out of every three acres of land is exported! The students were involved by drawing the Good Ship Minnesota and writing the names of farm products in the hold.

With each activity we undertook, the children seemed to show a greater degree of excitement and interest. How could we end this economic study? We still had one product to deal with and as Mr. Delaney was explaining to the class about the complexities of raising beef, someone asked about beef for our home freezers. This led us to consider the cost of beef production and the costs involved to market and process the meat. Why not buy some beef and have it processed for sale to the community by an auction? This was a daring venture since we had to borrow money for the project. What if we didn't meet our expenses? After more discussion about the cost of capital (interest) and how we could handle an auction, the kids decided to go ahead with it. A visit to the bank confirmed our loan to buy the beef. Imagine the curiosity and excitement as the deal was made with Mr. Hohler, manager of the cooperative locker plant. Just think! There was our very own beef being cut up and packaged right in front of our eyes!

Now to alert the community. By this time, moms, dads, grandparents, aunts and uncles and everyone else had heard of agri-school. Posters were made and displayed in store windows and ads were written for the paper inviting the community to come and buy frozen beef.

So a cold blustery Saturday found us all on the street in front of the bank listening to the cry of the auctioneer we had hired. Were we going to make a profit or will there be a loss? Students became clerks at their own sale keeping records and handling money like veterans. Imagine our surprise when all the calculations for this cash flow project were completed and all of our bills paid and we had made a profit!

Thereby hangs another decision in opportunity cost. What shall we do with the money? After a lengthy debate, a vote was taken by the class to purchase a new cooler water fountain which they felt would benefit everyone at school.

Evaluation

Beefing up on Minnesota Agriculture was a twelve week long project about farmers and their attempt to satisfy economic wants. They are both producers and consumers who are constantly adapting to the changing needs of our society. The creative active participation of the children allowed us to witness them making economic decisions and progress in our unit of Minnesota agriculture.

Growth of individual students was amazing. Enthusiasm and excitement ran high in this course as it appealed to all levels of intelligence. Slower students actually "flowered" in this class as grading was based on their booklet, dioramas, railroad car, research beyond the required assignments, letters, participation, and the results of spelling and comprehension tests. Experiences were real and personal. The student's vocabulary was increased and spelling more relevant. After all, thank-you letters to our many visitors had to be our best.

How could we share some of our experiences with other children in our school? After much discussion it was decided we would make a mini-train complete with tracks, engine and produce cars. Each child chose a product such as soybeans, bees, dairy, etc. and designed a car made of a match box. This little car was filled with samples of *consumer items made from the raw product. We named our train the Minnesota Express and displayed it in the hall of our school.*

We did not anticipate the tremendous amount of "overtime" we would have to spend in preparing to teach these economic ideas but it was well worth the effort. We enjoyed working on the unit and were well rewarded by the enthusiasm of the students which spilled over at home. Evidence of this excitement came when a huge crowd attended our auction. We definitely feel that our students learned a good deal about economics and agricluture.

Resources:

1. *Agri-School - an educational package developed by Minnesota Women for Agriculture*
   P.O. Box 70068
   St. Paul, MN 55107

2. *Secretary of Agriculture*
   USDA
   14th St. and Independence Ave. SW.
   Washington, D.C. 20250

3. *Minnesota Agricultural Statistics*
   90 W. Plato Blvd.
   P.O. Box 70068
   St. Paul, MN 55107

4. *Agricultural Stabilization and Conservation Service*
   230 Federal Bldg.
   316 Robert St. N.
   St. Paul, MN 55101

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Plan For Action At the State Level

Introduction

Agriculture is important to all of us. It is directly important by providing us with our food, clothing, and shelter. Indirectly, it makes a major contribution to the economy of our nation and to international trade. However, the pervasive importance of agriculture is rarely understood by the public, including students and their teachers.

People in agriculture want to inform educators and students about the nature and problems of agriculture. At the same time, many school administrators need to build support for their programs in the face of declining enrollments and shrinking budgets. A discussion of agriculture's needs, on one hand, and the problems of the education community, on the other, might well lead to cooperative efforts beneficial to both groups.

Since the constitutional responsibility for education rests with the States, it is reasonable to initiate action at the state level. Furthermore, efforts that originate within the local community are likely to result in cooperation and better working relations between the people in agriculture and educators.

Whichever is your main interest, you can initiate the steps to increase communication between agriculture and the education communities.

Rationale

Agriculture is the foundation of human life.

How food and fiber are produced and distributed has affected the development of humankind for thousands of years. Because agriculture is so closely related to the way we live, an understanding of how it works can be readily incorporated into an understanding of all subjects studied in our educational system.

American agriculture affects all of us as consumers, workers, and citizens. As consumers, 20 percent of our personal expenditures are for food. The agricultural sector provides employment for one out of every five workers in our labor force. In our country, the 2 percent of the population who are farmers feed the other 98 percent of the population as well as many millions of people around the world.

Public policy issues exist which affect the well being of American agriculture, and consequently, the well being of every American. These issues include: (a) Are we running out of farm land? (b) Do we have enough clean water? (c) Is current scientific research adequate for the growing worldwide demand for food? (d) What responsibility does the United States have to feed the world?

A thorough understanding of the interdependence of American agriculture with the rest of our economy will provide a sound basis for the decisions that must be made on these and other public issues. This understanding must be gained in our educational system before graduation from high school.

Guidelines for Action

I. Create a Coalition and Task Force

Farm and ranch leaders should contact the state head of agriculture to initiate a meeting with the State Commissioner of Education. At the meeting ask the education leaders to explain what is currently being taught about agriculture (other than vocational agriculture) in the curriculum. Ask for ideas about how agricultural representatives could be used as resource people by schools and teachers.

Identify a nucleus of key people from education and agriculture and bring them together to discuss the current status of teaching about agriculture. These key people may include leaders of state boards of education and agriculture, top administrators of state agencies for agriculture and education, and officers in agricultural organizations and teacher groups. The Land-Grant University should also be represented. The first meeting could be a luncheon or dinner for an informal discussion. Whatever the format of the first meeting, it should result in the identification of needs to be met and steps to be taken.

Once established, the primary goal of the Task Force will be to encourage more effective teaching about agriculture and to assist the educational system in this effort.

II. Identify Needs and Increase Awareness

Specific steps should be:

- *to identify the reasons for the state and local education system to teach about agriculture.*
- *to draft a position paper describing the value of communication and cooperation between the agricultural and educational communities.*
- *to propose a plan for meeting the needs.*

After having met and drafted a plan of action, publicize the group's work. Publicity will help generate more involvement in the program and will get people started discussing the plan and working on some aspect of it.

III. Plan for Action

The Task Force should then:

- *develop a consensus and definitions.*
- *identify action steps.*
- *implement action steps.*
- *evaluate.*
- *review and revise.*

There is a great need in most communities for increased understanding of the significance of agriculture. It is important that young people understand the complex issues facing farmers as they produce food and fiber for themselves and for the rest of the nation. The potential for strengthening our communities through increased cooperation between agricultural and educational interests should be obvious. As a result of this program, it may actually become so.

Agriculture in the Classroom

Action Letter

Sample letter for use with community leaders and groups interested in the development, maintenance, or improvement of local education programs. It should be modified according to the interests of the group receiving the letter and the background of the person signing the letter.

Dear ____________________:

I would like to invite you to attend a meeting on "agriculture in the classroom."

Agriculture is a major part of the national economy. Directly or indirectly, it provides employment for more people than any other single industry in the nation.

Agriculture is a major purchaser of fuel, trucks, tires, chemicals, power, and a long list of industrial goods and services. Agriculture is also a leading innovator in technology and is in the vanguard in many areas of scientific development.

Young people need to understand where their food comes from and how agriculture affects the total economic system in which they live. Such an understanding is essential if they are to deal effectively with agricultural policies and issues in the years to come.

For this reason we would like to encourage educators, agriculturalists, and other interested groups to work together in developing a coordinated, statewide effort to put agriculture back in the classroom. By this we mean discussing modern agriculture and the problems and issues it faces. We mean creating an understanding of the importance of agriculture to the life of the nation and of (state name) agriculture's relation to the rest of the world. We are not interested in promoting specific commodities or furthering any political point of view.

In making this suggestion, we fully understand the pressures teachers and school leaders are under to support a variety of community goals. We also appreciate the renewed emphasis on basic educational achievements. We are convinced, however, that creating a greater awareness of the significance of agriculture can help support the fundamental purposes of curricula at almost every grade level. It is important that we develop our plans at the state and local levels, since local schools are led by decisions made at the state level.

I hope you will agree that this could be a useful project for all of us and look forward to seeing you on (fill in time and place, etc.).

Sincerely,

These items could also be considered in the letter:

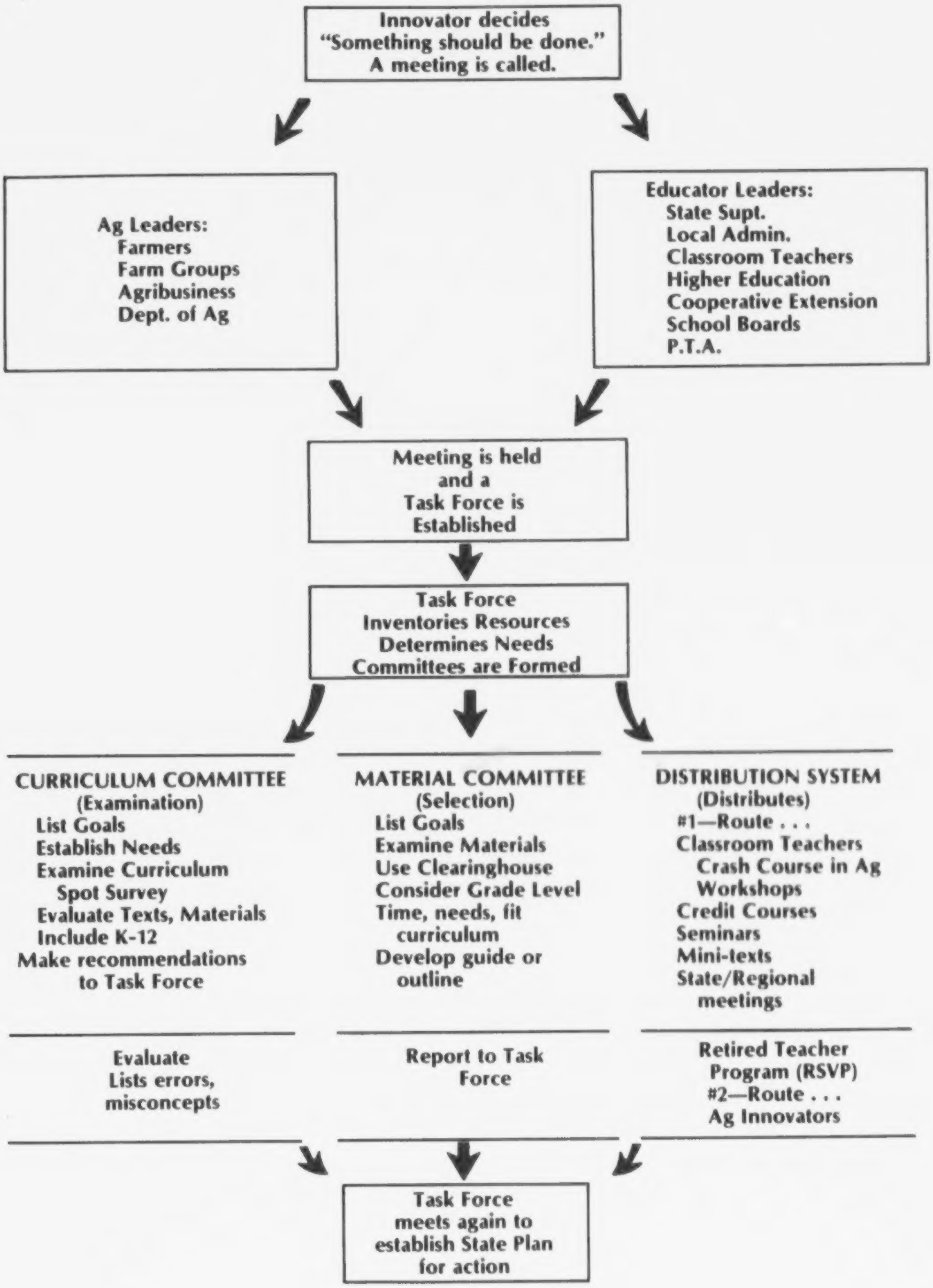
1. *Why education about agriculture?*
2. *What is happening around the country and in the state?*

These items could be considered in the letter or they might be held for the first meeting:

1. *Are materials and resources on agriculture available?*
2. *What is being done in the state now?*
3. *How can we work together?*

Agriculture in the Classroom

From Idea to Action


Innovator decides
"Something should be done."
A meeting is called.
Ag Leaders:
Farmers
Farm Groups
Agribusiness
Dept. of Ag
Educator Leaders:
State Supt.
Local Admin.
Classroom Teachers
Higher Education
Cooperative Extension
School Boards
P.T.A.
Meeting is held and a Task Force is Established
Task Force
Inventories Resources
Determines Needs
Committees are Formed
CURRICULUM COMMITTEE
(Examination)
List Goals
Establish Needs
Examine Curriculum
Spot Survey
Evaluate Texts, Materials
Include K-12
Make recommendations to Task Force
MATERIAL COMMITTEE
(Selection)
List Goals
Examine Materials
Use Clearinghouse
Consider Grade Level
Time, needs, fit curriculum
Develop guide or outline
DISTRIBUTION SYSTEM
(Distributes)
#1—Route . . .
Classroom Teachers
Crash Course in Ag
Workshops
Credit Courses
Seminars
Mini-texts
State/Regional meetings
Evaluate
Lists errors, misconcepts
Report to Task Force
Retired Teacher Program (RSVP)
#2—Route . . .
Ag Innovators
Task Force meets again to establish State Plan for action

Concepts

Teaching about agriculture means bringing more information and ideas about agriculture into a wide variety of things that are already being taught in the schools. These broad concept areas will help educators and farm people see how to fit agriculture into the curriculum and add to the student's understanding of history and the world today.

1. **Agriculture and history.** *Agriculture issues or events as major influences in human history, from making possible the first settled societies, to current world food issues.*
2. **The geography of agriculture.** *What grows where and why.*
3. **Agriculture and technology.** *How technology and specialization have changed American agriculture in the last 100 years.*
4. **The Economics of agriculture.** *How the agriculture sector works and the relationship of U.S. agriculture to the rest of the economy. Effects of supply and demand, how prices are set, changing interactions of the factors of production, farming as a business, agribusiness.*
5. **Agriculture and the World.** *World food production and distribution and its relationship to American agriculture.*
6. **Careers.** *Careers now and in the future.*
7. **Major policy issues.** *Land use, conservation, chemicals, government interaction with agriculture, world food supplies for the future, other issues.*

Generalizations

Generalizations are statements about an idea or issue that teachers can focus learning activities around. Here are six major generalizations about agriculture followed by suggestions for how the generalizations can be integrated into the curriculum.

1. *The agriculture sector plays an important role in the nation's economy. The agriculture industry is the nation's largest single industry encompassing a vast array of sub-industries, employment opportunities, retail and wholesale products and investment dollars.*

Topic Integration

Elementary
- *careers in agriculture production, agribusiness and food distribution*
- *how agriculture supplies our basic needs*

Social Studies
- *investment and productivity*
- *agriculture and the GNP*

Consumer Education
- *changes in the structure of the food market*
- *careers in the food market*

Business Education
- *agribusiness careers*
- *entrepreneurship relative to farming*
- *food distribution careers*
- *marketing careers*

History
- *the industrial revolution and and agriculture*

2. *Farming as a business has changed over the last 100 years. Economic, social and technological factors have influenced changes in size of farms, number of individuals farming, rural to urban migration, and other business aspects of farming.*

Topic Integration

Elementary
- *science in agriculture*
- *machines in agriculture*
- *comparison of urban and rural life*

Social Studies
- *effect of agriculture technology on society*
- *rural-urban migration*
- *labor costs*
- *specialization*

Business Education
- *the changing agriculture business*
- *sole proprietorship*
- *partnership*
- *corporate farms (conglomerate and family corporations)*
- *commodity markets*

Consumer Education
- *agricultural population*
- *changes in farm ownership*
- *commodity markets*

History
- *history of agriculture terminology*
- *cultural heritage of agriculture*

3. *The law of supply and demand is involved in both farm input and farm output. Many factors (such as retail prices, interest rates, cost of labor, availability of capital, weather and other production factors) affect both supply and demand for agricultural products.*

Topic Integration

Elementary
- *climate, terrain and location of agriculture production*
- *conservation measures*
- *how food is produced*
- *how food is processed*

Social Studies
- *relationship of land, labor, water energy and capital*
- *transportation requirements*

Business Education
- *productive resources in agriculture*
- *supply and demand*
- *business management*

Consumer Education
- *food production*
- *food costs and pricing*
- *supply and demand*

History
- *history of food prices*
- *land use in U.S. history*

4. *The income of a farmer is affected by both the nominal price levels for products produced as well as the relative prices of competing products, and the goods and services used in the production of crops or livestock.*

Topic Integration

Elementary
- *the population and food requirements*
- *how agriculture satisfies basic needs*

Social Studies
- *price levels*
- *price mechanism*
- *income distribution in agriculture*

Business Education
- *farming as a business*
- *pricing in agriculture*
- *marketing in agriculture*
- *distribution in agriculture*

Consumer Education
- *price level changes*
- *consumer price index*
- *food prices*

History
- *the farmer in U.S. history*

5. *The products of American agriculture play an important role in the physical and economic health of the nation and the world.*

Topic Integration

Elementary
- *world population and food requirements*
- *agriculture and world trade*

Social Studies
- *agriculture exports*
- *embargos, tariffs*
- *international economics*
- *world politics*
- *balance of trade*
- *economic interdependence*

Business Education
- *international trade*
- *balance of trade*

Consumer Education
- *agriculture and world trade*
- *food policies*

History
- *agriculture and food policies of nations*

6. *Government actions and policies greatly influence various aspects of the agriculture sector. Knowledge about agriculture issues enables citizens to participate intelligently in the adoption of public policy.*

Topic Integration

Elementary
- *conservation methods in agriculture*
- *ecology and agriculture*
- *agrichemicals*

Social Studies
- *land use*
- *international economics*
- *productivity of land*
- *subsidies*
- *welfare programs*

Business Education
- *business liability and social responsibility*
- *government regulation*

Consumer Education
- *environmental issues*
- *use of chemicals in agriculture*
- *food regulations*
- *government intervention and consumer protection*

History
- *politics of agriculture*
- *role of government in agriculture*

Guidelines for Materials Development

If your state or organization is going to develop school-directed material, here is a basic how-to. The overall principle to remember in developing printed or audio-visual materials is this: the more you involve the potential user in the planning, writing and evaluating of a new material, the more successful it probably will be.

The ten basic steps listed below are suggested for developing successful classroom materials on agriculture.

1. *Determine honestly and objectively the purpose of the new material. Materials produced by a business or commodity group can be of three types: consumer education materials, information materials, or promotional materials. (See definitions in footnote.) To be suitable for use by schools, a material must be either a consumer education material or an information material. Be careful not to use education or the educational system to openly or covertly market a product (promotion material) under the guise of social responsibility!*
2. *Decide what major ideas (concepts) you think students should learn.*
3. *Decide what means of financing and methods of distributing the finished teaching aid you have available to you.*

- *Can it be given to teachers free or will you have to charge them for it?*
- *Are there field people available who can promote or distribute the material locally or will you need to advertise it in teacher magazines?*

4. *Form a committee of educators and meet with them to discuss their opinions and ideas on what you have decided in points 1 through 3 above.*
   - *Have more than two on the committee and offer committee members payment for their services.*
   - *Ask them whether your major ideas fit into subject matter which is already taught in schools.*
   - *Ask them what age level they think your proposed new material is best suited for.*
   - *Ask them for suggestions as to the best format for the material (printed booklets, activity sheets, charts, study prints, filmstrip, etc.).*
5. *If necessary, revise the decisions you made in points 1 through 3 above, based on the committee's recommendation (and your budget).*
6. *Write a first draft of the teaching aid. Send it to the committee and to a few additional educators (not on the committee) and to one or two people who are experts in the specific topic of the material (if you aren't yourself).*
   - *Ask this evaluation panel to tell you whether the draft meets the objectives, is accurate, and is appropriate to the age of the students for whom it's designed.*
7. *Rewrite the manuscript based on the comments you receive from your review panel.*

   NOTE: Although steps 1-7 can take a fair amount of time to complete, by following them you can be sure that the major investment of money which begins at this point will be well spent. These steps can almost guarantee that teachers will use the material and that students will learn what you want them to learn.
8. *Develop art and have the manuscript typeset (if budget allows for professional art work). Develop a few sample copies for use in student tryout.*
9. *Conduct a small scale tryout with students. If possible, try to get a cross section sample of teachers and students representing the geographic area you serve and the socio-economic mix of people in it.*
10. *Make revisions, mass produce, publicize, and distribute. Include an evaluation card for teachers to fill out when they use the material. This will give you good ideas for revisions if you decide to reprint the material at a later date.*

Footnote:

Consumer Education Materials *are those which are designed to promote an increased awareness or behavioral change in resource management, consumer decision making, problem solving and/or issue analysis. These materials should also promote an appreciation for and commitment to involvement in public policy consumer issues which affect the social, economic and political environment in which consumers function.*

Information Materials *are those which present a variety of product or service characteristics to be considered in evaluating, selecting and/or using goods or services. Their purpose is to present clearly, and without bias, information consumers can use in comparison shopping and pre-purchase decision making.*

Promotional Materials *are those designed to induce consumers to purchase specific products and/or services. This information is usually developed so that the product or service in question is presented as being superior to the competition, although this superiority may not be substantiated.*

Teacher Training

If teachers in your state are going to include more about agriculture in their classes, they need to understand agriculture themselves. Therefore, teacher training is a key part of any state action plan.

Teacher training is an on-going part of the teaching profession. It begins during pre-service preparation and continues throughout a teacher's career. Teachers are never able to consider themselves finished products because the world of education is in a state of flux.

There is little hope that new subjects added to the curricula will be taught successfully if teachers are not provided with new theoretical background and methodology.

Agricultural groups must not only work to get new information into the curriculum but must become involved in programs designed to train teachers to teach the new information.

Programs designed for training teachers may take a number of different forms but most frequently they fall into one of the following categories:

1. *Pre-service training which is usually a four-year college program leading to a bachelor's degree and a teaching certificate.*
2. *In-service training which may take many forms but is usually designed by a school system, a state department of education, or an individual school to meet a special need. They may be:*
   - *Curriculum development seminars where teachers are paid to develop curriculum while earning graduate college credit.*
   - *College courses designed to give teachers college credit while meeting an identified need.*
   - *Short seminars that take place during the regular school day while substitutes teach classes.*

Your state should become involved in in-service training for teachers. A number of agricultural groups might join each other in sponsoring two-or three-day workshops to provide the theoretical base that teachers need to teach. Or workshops could focus on presenting information and teaching suggestions on the topics most important to your state.

Resource Guide

Available September 1982

There are a number of print and audio-visual materials for teachers and students on various aspects of agriculture. Some are background information for teachers. Some are booklets, films, or activities for students at various grade levels. These materials are being developed all over the country by farm and commodity groups, and by some educational groups and commercial publishers.

To help teachers find materials they can use in the classroom, and to help groups producing materials know what is available elsewhere, USDA has put together an **"Agriculture in the Classroom" Resource Guide.** *Over 200 organizations and publishers were contacted in searching out materials for the Resource Guide.*

The guide describes each piece of material, indicates the concepts taught, and gives information on price and ordering. The Guide also has a special section listing other resource guides to educational materials about agriculture.

The **"Agriculture in the Classroom" Resource Guide** *lists and describes materials which are* **primarily** *about agriculture and related issues. Materials which are largely concerned with nutrition, food preparation (recipes), promotional information, or buying advice on food and fiber are not included because many other resource guides already list such materials.*

For your "Agriculture in the Classroom" Resource Guide write to:

Resource Guide
Room 535A
USDA
Washington, DC 20250

Working With Schools

The following suggestions will be helpful when working with schools. Not every principle applies to every school in your locality, but all have been observed in one school district or another.

1. *It is essential that the school board, superintendent, and administrative personnel of a school district be supportive of a program, but the real results show up in the classroom. The classroom is where the experience and the commitment of the teacher make or break a program.*
2. *Unlike businesses, which usually have a top-down organization for communications, most changes in classroom behavior occur from the bottom-up. That is, teachers find out about a good idea or a good source of information and bring it to their own classroom first.*
3. *Teachers appreciate good classroom materials and ideas. They are not shy about using new materials or techniques if they are convinced the changes will benefit children. Materials which are primarily "public relations" in purpose find little support in the classroom. Only when it can be demonstrated that a piece is usable with students are teachers likely to bring it into their classrooms.*
4. *Educators may be unaccustomed to some of the ways of operating in the business world or on the farm. Many of the people you come in contact with will be unaccustomed to your tight schedule, blunt conversation, and impatience with slow rates of change. It is not unusual for people from the business world to expect results faster than is practical in most school systems.*
5. *Teachers are accustomed to developing programs with other school people. They tend to see most things in terms of their classroom. Teachers are "turned off" by being told how to teach by non-educators.*
6. *Teachers reject dogmatic presentations and seek a balance of ideas in their classrooms.*
7. *"Educators see the curriculum as a suit of clothes. It must fit right to the needs of the students and wear well with the teacher. It should be sufficiently flexible to allow alterations for improvement and growth, yet woven with basic educational materials which will remain in style with time." (Source unknown)*

**Adapted from a presentation by William Stepien.*

Highlights of American Agriculture

- *One farmer provides food and fiber for 78 people.*
- *One farmer creates jobs for more than 5 (5.2) nonfarm people who produce the things farmers need and who process, transport, and merchandise the crops farmers harvest.*
- *American agriculture is the world's largest industry with assets exceeding $1 trillion. This industry employs nearly 23 million people, a full 22 percent of America's total labor force. The agricultural industry encompasses manufacturing, farming, transporting, processing, and merchandising.*
- *In the last 20 years, agricultural productivity per hour has increased more than 3 times faster than nonagricultural productivity.*
- *The United States, with less than three-tenths of 1% of the world's farmers and farmworkers, produces 66% of the world's total output of soybeans, 60% of the grapefruit, corn 50%, sorghum 31%, green peas 27%, beef 22%, oranges 22%, peaches 21%, tomatoes 16%, eggs 15%, wheat 14%, and pork 13%.*
- *Today, 1 hour of farm labor produces 14 times as much food and crops as it did 60 years ago.*
- *Farm exports take the production of about 1 cropland acre out of 3 — which means that without exports about one-third of the nation's productive farmland would be idled, driving up the per-unit costs of production and, in turn, food prices.*
- *In 16 states, one-third to one-half of farm income comes from agricultural exports: Arkansas, Illinois, Indiana, Iowa, Kansas, Louisiana, Minnesota, Mississippi, Missouri, Montana, Nebraska, North Carolina, North Dakota, Ohio, Oklahoma, and South Carolina.*

(Each state would put together a one page summary of facts about agriculture.)

Resources

ERIC/CRESS Publications

New Publications

The Preparation and Certification of Teachers for Rural and Small Schools. Clark E. Gardener and Everett D. Edington. $9.00.
Assertion Training With American Indians. Teresa D. LaFramboise. $11.25.
Outdoor Education for the Handicapped. Anne Cassidy. $8.30.
Education of the Mexican American in the U.S.: Progress or Stalemate. Narcisa Zarate. $9.15.
Eliciting Spontaneous Speech in Bilingual Students: Methods and Techniques. Richard J. Cornejo, Alice C. Weinstein, and Caryn Najar. $9.95.

Rural Education and Small Schools

The Preparation and Certification of Teachers for Rural and Small Schools. Clark E. Gardener and Everett D. Edington. $9.00.
The Principalship in Rural America. Alfred P. Wilson. $10.00.
Community Resources for Rural Social Studies Teachers. A. Earl McCain and Murray Nelson. $6.20.
Special Funding for Small and/or Isolated Rural Schools. Lyle O. Wright. $8.35.
The Science Program in Small Rural Secondary Schools. R.W. Colton. $6.40.
Meeting Educational Needs in Rural Communities Confronting Rapid Growth. Lynne Clemmons Morris and Judson Henry Morris, Jr. $7.75.
Impacts of the Rural Turnaround on Rural Education. Peggy Ross and Bernal L. Green. $4.25.
Education of Rural Women: A Global Perspective. Lily Chu. $5.00.
Time and Resource Management for Small Schools. Don Miller and Barbara Miller. $6.25.
Imaginary Gardens? Real Problems: An Analysis of Federal Data Sources for Rural Education. Gail Parks and Jonathan Sher. $4.00.
America's Small Schools. Barbara L. Schneider. $6.00.

American Indian Education

Assertion Training With American Indians. Teresa D. LaFramboise. $11.25.
Continuing a College Education...: (A 3-volume set of resource guides). Carol J. Minugh. $10.00 per set. For titles and individual prices, see immediately below.
Continuing a College Education: A Guide for the American Indian Student. Carol J. Minugh. $4.50.
Continuing a College Education: A Guide for the Family of the American Indian Student. Carol J. Minugh. $4.50.
Continuing a College Education: A Guide for Counseling the American Indian Student. Carol J. Minugh. $4.50.
Resolving Discipline Problems for Indian Students: A Preventative Approach. Barbetta Lockhart. $6.90.

Outdoor Education

Outdoor Education for the Handicapped. Anne Cassidy. $8.30.
Directory of Outdoor Education Internship Opportunities. Russel E. Bachert, Jr. $8.50.
Legal Liability - Adventure Activities. Betty van der Smissen. $5.75.
Utilizing Adventure Education to Rehabilitate Juvenile Delinquents. Gerald L. Golins. $7.00.
Directory of Selected State Outdoor Education Programs. Judi Conrad, Comp. $8.75.

Mexican American Education

Education of the Mexican American in the U.S.: Progress or Stalemate. Narcisa Zarate. $9.15.
Eliciting Spontaneous Speech in Billingual Students: Methods and Techniques. Richard J. Cornejo, Alice C. Weinstein, and Caryn Najar. $9.95.
The Mexican American Child in Special Education. Richard Fajardo Rodriguez. $8.00.
Theories and Research in Second Language Acquisition. Richard J. Cornejo and Luz O. Cornejo. $9.55.
Hispanics, Engineering and the Sciences: A Counseling Guide. Roy C. Rodriguez and Robert L. Gallegos. $6.85.
Library Services to Mexican Americans: Policies, Practices and Prospects.
Roberto Uruza, et al. $9.50.
Profile of the Mexican American Woman. Martha Cotera. $8.00.
So You Need Information About Mexican Americans? Let ERIC Help! Manuel L. Quezada, Comp. and Richard Chabran, Comp. $6.25.
Chicana Studies Curriculum Guide, Grades 9-12. Odalmira Garcia. $5.00.

Migrant Education

Migrant Parents' Rights and Responsibilities: A Handbook. Manual de los Derechos y las Responsabilidades de Padres Migrantes. Ramon Gonzales. $9.50.
Motivating Migrant Secondary Students - "No One Can Stop You But Yourself." Robert E. Lynch. $6.00.
The Impact of Interstate Programs on Continuity in Migrant Education. Cassandra Stockberger. $6.50.
The Teacher and the Reading Skills Report for Migrant Education. Richard Bove. $4.50.
National Migrant Education Program Math Skills Information System. Paul de la Rosa and Eugene de G. Hackett. $3.50.

Free Publications

American Indian Education

Organizations in American Indian Education (109-item directory)
Parents' Roles and Responsibilities in Indian Education.
American Indian Education: A Quick Look at ERIC.
American Indian Enrichment Activities.

Mexican American Education

Hispanic Culture and Literature: An Overview
Motivating the Mexican American Student
Mexican American Special Education

Migrant Education

Migrant Education

Utilizing Available Resources at the Local Level
Migrant Parents Can Evaluate Education
Educational Testing for Migrant Students

Outdoor Education

ERIC: Outdoor Education Resources
Outdoor Programs for Gifted Children
Outdoor Adventure Education and Juvenile Delinquents

Rural Education and Small Schools

Organizations in Rural Education (39-item directory)
Achievement Trends for Rural Students
Rural Libraries and ERIC (booklet)
Relationship of State Departments of Education with Rural Schools
Four Day School Week for Small Rural Schools

From the Farm to the Classroom —
USDA Sets Goal to Reach Every State

U.S. Department of Agriculture Secretary John Block launched the Agriculture in the Classroom program in June of 1981 to provide students, the decision-makers of tomorrow, with a better understanding about agriculture. Participation in the program includes farm and agribusiness organizations as well as state departments of agriculture and education in about 30 states.

Block recently announced the program had been so successful that it would now be made a permanent program and given an even higher priority.

"We plan to keep the program growing until it's working in all 50 states. Students deserve to understand agriculture's story, and we intend to give them that opportunity."

Block said he was pleased with the progress of Agriculture in the Classroom, and added that plans for increased resources and expansion would strengthen the program.

The basic concepts of Agriculture in the Classroom include:

- **Agriculture and history.** Teaching students about agricultural events which played a part in human history . . . from making possible the first settled societies to current world food issues.
- **The geography of agriculture.** What grows where and why.
- **Agriculture and technology.** How technology and specialization have changed American agriculture in the past century.
- **The economics of agriculture.** How the agricultural sector of the nation's economy relates to the rest of the economy. Effects of supply and demand. How prices are set. The interactions of all the factors of food and fiber production. Farming as a business and the world of agribusiness.
- **Agriculture and the world.** World food production and distribution and its relationship to current American agriculture.
- **Careers in agriculture.** Both now and in the future.
- **Major policy issues in agriculture.** Land use, resource conservation, wise use of chemicals, government interaction with agriculture, world food supplies for the future and other issues.

Hart Appointed Coordinator of 'Ag in the Classroom'

Dr. Peggy D. Hart has been named coordinator of USDA's Agriculture in the Classroom program, Assistant Secretary of Science and Education Orville G. Bentley recently announced.

In her new position, Hart will coordinate Secretary Block's plans to expand the program nationwide by tying in private sector groups and state agencies.

Hart has been serving as USDA's director of the food and agriculture council for the past three years. This organizational position gave her extensive knowledge of agricultural policies and programs.

She previously served as the Department's liaison for the Paperwork Reduction Act as a member of the Resource Management Task Force.

Before coming to USDA, Hart served as educational administrator and taught at all levels, kindergarten through college.

Block said, "Through Dr. Hart's leadership, we can continue helping young people understand the role of agriculture in the national economy and its contribution to our way of life."

IMPORTANT NOTICE

To continue to receive a bi-monthly newsletter and to make sure your address is accurate, please fill out the form below, detach and mail in a stamped envelope to:

Dr. Peggy Hart
Room 227-W
U.S. DEPARTMENT OF AGRICULTURE
Washington, D.C. 20250

NOTE: TO RECEIVE FUTURE ISSUES OF THIS NEWSLETTER, YOU MUST COMPLETE AND RETURN THIS FORM.

NAME ______________________ ORGANIZATION ______________________

Address ____

CITY ____________ STATE ________ ZIP ________ PHONE (______) ____________

Ag in the Classroom — State Contacts

The individuals listed below are key reference persons in each state. If you have any questions, want to make reports, or need more information about your state's Ag in the Classroom program, contact the following:

ALABAMA
Suzanne Midgley
(205) 261-5872

ARKANSAS
Dr. Phillip Besonen
(501) 575-4209
(501) 575-2855

CALIFORNIA
Mark Linder
(916) 924-4380

COLORADO
Helen Davis
(303) 866-3561

CONNECTICUT
Peter Sonski
(203) 249-6208

DELAWARE
Sherman Stevenson
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IDAHO
Rick Waitley
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Helen Jenkins
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Margaret Schowengerdt
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Connie Townsend
(406) 547-3453

NEBRASKA
Karen Keller
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NEVADA
Charles White
(702) 358-8495

NEW HAMPSHIRE
Ken Marshall
(603) 224-1934

NEW JERSEY
Faith Goldstein
(609) 984-2520

NEW MEXICO
Jim Gray
(505) 526-5521

NEW YORK
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NORTH CAROLINA
Curtis Alls
(919) 782-1705

NORTH DAKOTA
Lori Kyser
(701) 224-2231

OHIO
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(405) 521-3868

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Dru Sloop
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SOUTH DAKOTA
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TENNESSEE
Bobby Beets
(615) 388-7872

TEXAS
Glen Jones
(817) 772-3030

UTAH
Dr. Donald Daugs
(801) 750-1130

VERMONT
Leroy Watson
(802) 223-3636

VIRGINIA
Ann Sharp
(804) 225-7534

WASHINGTON
Julie Sandberg
(206) 753-5046

WEST VIRGINIA
William Aiken
(304) 472-2080

WISCONSIN
Tom Lochner
(608) 833-8070

WYOMING
Collin Fallat
(307) 777-6576

"The future of rural America rests with our youth."

Howard G. Miller
Executive Vice President
Redwood Falls Chamber of Commerce

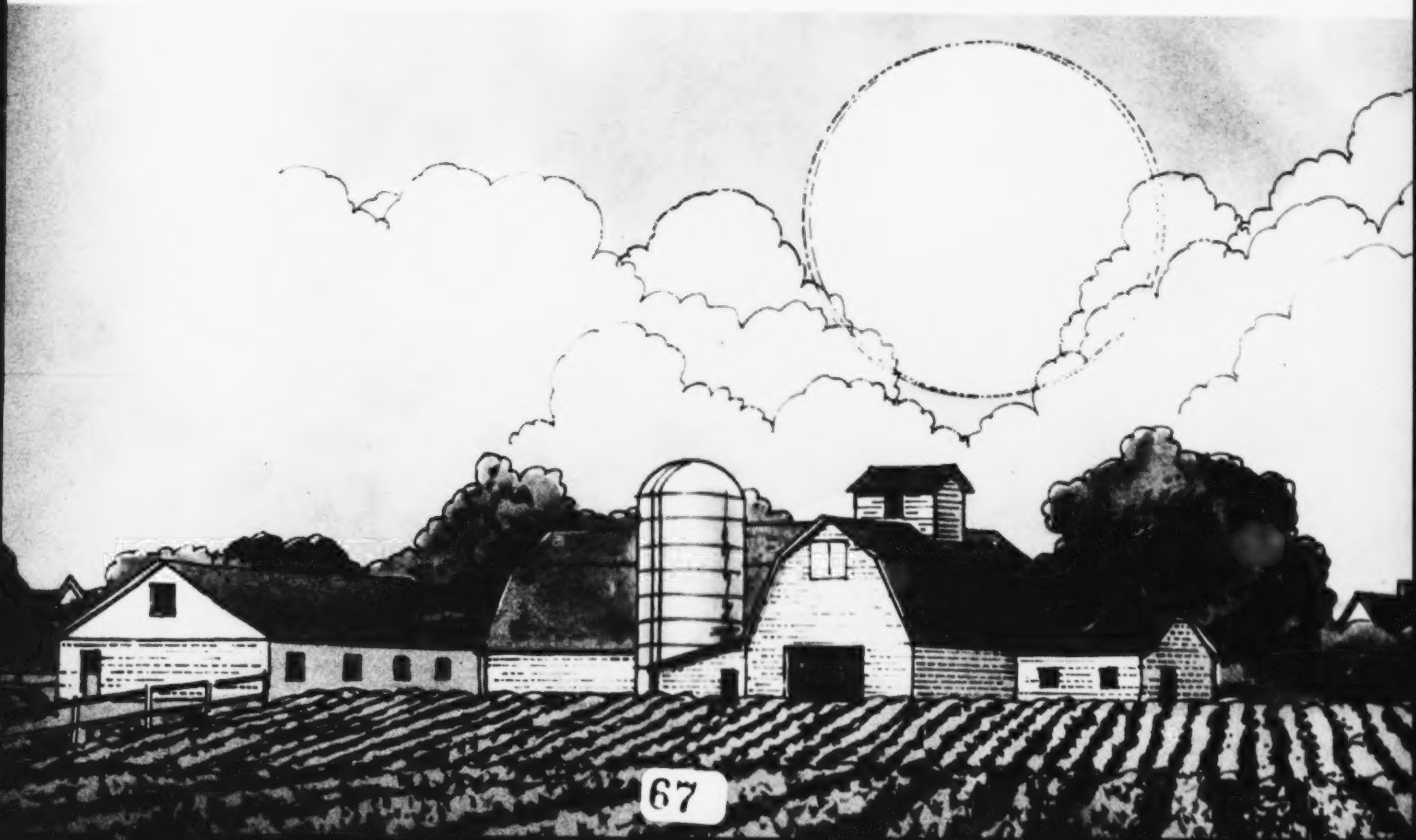
"Key point in rural development is the importance of involving rural youth in their communities."

Lowell Tornquist
Director of Planning and
Director of Planning and Research
Minnesota State Department of Education

"The combination of students interacting with the 'movers and shakers' in our rural communities . . . will benefit all."

Dick O'Connell, Director,
Small Business Development Center,
Southwest State University

CA Policy #3 Institute A Youth Community Development Project



CA Policy #3
Institute a Youth Community Development Project

Teachers in all subject areas will:

a. develop youth leadership training modules.
b. identify leadership needs in the community/region and sponsor projects to fill those needs.

Statement of Purpose

Any community can benefit from interested citizens working to improve its appearance, services, appeal and spirit. Spirit? Yes, Spirit! Communities reflect the collective feelings that area people have about them. The spirit comes from what people do, say, and attitudes they have towards the community. Although community pride is only one aspect of community development, it is a key to community development. It is for this reason that community pride should become a community project.

People who live in rural areas often fill many leadership roles, i.e. church, community, cooperative, bank production and marketing associations, school board, township and county government and, more. There are few formal leadership development courses of study for young people. Future Farmers of America, 4-H, scouting and other volunteer clubs and associations do provide excellent leadership opportunities for young people but these groups often refine leadership skills rather than develop them. Leadership skills need to become a part of the rural school curriculum, so that all youth can have a chance to become leaders.

There is a need for leadership on community projects and there is a need for leadership training for youth. The combination of these two for community development seems a fitting problem solution.

Objectives of the CA Policy Regarding Youth Community Development

1. *To develop pride in the local community.*
2. *To promote community development.*
3. *To develop youth leadership skills.*
4. *To provide a real setting for the application of leadership skills in the community.*

Suggested Activities:

- *Hold a meeting for students and community members to brainstorm ideas for community development projects. The projects can be of a variety of natures and purposes, from building to restoration to promotion to wellness. Building and restoration projects will be visibly motivational and sometimes easy to identify. The construction of a youth or senior citizen center (or a combination of both), the development of a park, the construction of new store fronts, the improvement of ball park facilities and more will be fairly easy to identify. In many small communities local citizens will pitch in to remodel a local building for use as a restaurant if they can get someone to manage or own the business. In many cases they donate both time and materials. Other projects can include special memorials, historic sites, historical building preservation, fund raising for disaster stricken residents and more.*
- *Promotion and wellness can be examples of long term programs to benefit the community. Promotion can include fund raising for an industrial park, hospital, recreation center and more. Wellness is a program to promote the physical, spiritual, emotional, intellectual, occupational and social well being of local citizens. The program can include community support groups, special resource persons, media presentations, special days, newspaper features and more.*

- *Sponsor a community spirit day, week, month. (Can you overdo spirit??) The ideas that follow are gleaned from many spirit plans across the nation. The end result in each case was fun and community spirit. There should be enough of the serious contests (i.e., Essay, Community Improvement, Greatest Local Inventor, Wonder, Traveler, Artisan, Artist, Storyteller, etc.) to develop real and not false pride.*

Spirit Day in Elizabeth, Illinois
Elizabeth Public Schools
"The Best Small School in America"

You say your students sleep in pep fests, Bippo? You say your athletic contests are like wakes, Bunky? You say everyone in your school smiles after 3:30, Zelda? You say folks downtown speak about the school in not so understandable grunts, Beldar?

Rise up! Don't Despair! Spirit Week Helps Everyone Care! Spirit weeks are useful as a change of pace and as a way to focus school and community energy on positive pursuits. A Spirit Day plan from Jim Burgett and his wonderful team of Elizabethan advocates provides ideas to reinforce the already positive views of the community toward their school. The Elizabeth, Illinois school was recently featured in "The Country Journal" with an article titled "The Little School That Has It All." In the article Jim says that honest, logical, reasonable communication among the school board, the administration, the teachers, the students and the community are the essential ingredients of their school's success.

SPECIAL EVENTS & CONTESTS

Terrapin Spirit Photograph:
In September the Spirit Day Contest was officially "kicked off' when every student and staff member went to the ball diamond to lay down on the grass, in special formation, and spell the words "TERRAPIN SPIRIT". A few minutes later an airplane flew over with photographer Dick Curtis inside to record the event. In addition, a photograph of the Elizabeth School complex was also taken. A special set of photographs were then produced. One was of the buildings alone. A second was of the students and staff spelling "TERRAPIN SPIRIT". And, a third picture was a composite of the first two. Each 11x14 photo was made available to the students and staff for a price designed to cover only costs. Over $1000 of photos were sold in two weeks! All photos were in "living" color. Orders may still be placed.

Can Collecting Contest:
On the 24th of September the school began the Spirit Day Can Collecting Contest. Each grade, K-12, is participating. The contest is scheduled to end January 21, 1983. Uncrushed 7-Up, Diet 7-Up, or LIKE cans are being collected. Each Friday the cans are picked up in the homerooms, recorded in an official record book, and the running tally posted in the Spirit Day Bulletin Board in the cafeteria. The cans will be used in the activities of SPIRIT DAY. The class collecting the greatest number of cans will win a cash prize of $25.00. Over 2000 cans were collected the first month!

Spirit Day Coloring Contest:
This contest is only for students in grades K-4. Students in these grades will be given standard size sheets of drawing paper and will provide a sketch, composition, or suitable creation with the theme of "Spirit Day is Every Day". The finished product must be original (no tracing) and must be able to be displayed on a store window (must lie flat.) Five businesses in downtown Elizabeth have offered space to display one class each of these creations. Voting materials will be in the businesses and residents are invited to vote for the creation they feel is best within that particular class. All creations will be numbered and no names will be visible to the voters. Pictures will go on display the week of January 5th. Voting will continue until January 25th. The winners will be announced the night of SPIRIT DAY. One winner for each grade K-4 will be awarded a "party kit prize".

Paragraph Contest:
"Terrapin Spirit Is . . ." reflects the subject of the journalism class paragraph contest. Anyone from Elizabeth is welcome to participate. Students, business people, staff members, parents,

residents have already responded to the request to answer the theme in a paragraph (or two). The best response will be used in the SPIRIT ALBUM and/or the 1983 Yearbook. Interested? Send your response to the school office.

SPIRIT Buttons:

Special 3½" buttons in two colors have been ordered. The buttons will say SPIRIT DAY IS EVERYDAY. Each button will also picture a mighty Terrapin in the center. A contest was conducted to select the best of five Terrapins created by Elizabeth students for this once-in-a-lifetime button. Only a limited number of buttons have been ordered. Each button will sell for $1.00 each. **This is the only source of income to finance all the costs (including prizes) of the SPIRIT DAY CONTEST.** And, what is more, anyone owning a button will receive free hot dogs and drinks the night of the SPIRIT DAY BON FIRE! This alone will pay for the cost of the button.

Organizational SPIRIT DAY Pictures:

Businesses and organizations have been participating in the SPIRIT DAY Organizational Pictures. Dressed in Terrapin T-Shirts, and displaying 7-Up or LIKE drinks, groups of funloving and interested citizens have supported the SPIRIT DAY CONTEST by having their photo taken. These supportive pictures will be used in SPIRIT DAY CONTEST publicity and on SPIRIT DAY itself. So far we have photographed the employees of the Elizabeth Garage, the Elizabeth State Bank, the Jack Schwirtz Chevy/Olds organization, the Elizabeth Fire Department, the Elizabeth Village Board, the Elizabeth School Board and the EMT's. Wouldn't you like to join the fun? Give us a call and we will come to your meeting and business at a time you select. Of course, there is no expense to the organization.

Hall/Wall Decorating:

Two decorating contests will be conducted the week prior to SPIRIT DAY. Grades 5-8 will each be assigned a wall to decorate. The theme, of course, will be SPIRIT DAY IS EVERY DAY. Grades 9-12 will be assigned a hallway to decorate. Each grouping will be judged by a panel of community representatives. Prizes will be awarded to the winning grade in each division.

SPIRIT ALBUM:

One of the central projects of SPIRIT DAY will be the production of a SPIRIT ALBUM. This collection of pictures, programs, clippings, and records of Terrapin Spirit of today, yesterday, and tomorrow, will be a memory book divided into five basic sections: (1) past school, (2) past community, (3) present school, (4) present community and (5) future goals. The album will be shared with each grade for one day. One entry of the Paragraph Contest from each grade will appear in the Album. Many commentaries from area business leaders will also be included. The Album will be presented to the 7-UP SPIRIT DAY judges. Have an idea, contribution, or suggestion?

SPIRIT DAY Bon Fire:

The day before SPIRIT DAY will be an exciting one! At 4:30 p.m. students from grades 5-12 will meet at the Community Building. Students under grade 5 are invited but must be with a parent or guardian. Everyone in the community is invited as well! A SPIRIT WALK will start at the Community Building and will take the participants through the downtown section and along designated paths. Controlled cheering and singing will be conducted by the Elizabeth Cheerleaders. The group will return to the Community Building by 5:15 p.m.

At that time a Bon Fire will warm the spirits and get everyone in the right frame of mind for hot dogs and chips. Hot chocolate will also be served. Anyone in the community is again invited. The food is free (as long as it lasts) **if** you sport a SPIRIT Button! (Those without a Button will be asked for a small contribution.) All the food will be donated by students and their fmailies.

Weather permitting, there will be skating, sledding, cheering, singing, and other activities at the Bon Fire.

Snow Sculpture Contest:

Organizations (Student Councils, AFS, Classes, FFA, etc.) will be invited to build and create "Snow Sculptures" in the school yard if weather permits. A decision on this item will be made at a date closer to SPIRIT DAY.

The Beginning:
The day will begin with announcements and directions over the intercom. Will this be just another announcement? Wait and see!

Mini-Concert #1:
Early in the morning a special SPIRIT BUS will drive a group of Elizabeth students to an announced location downtown for "Mini-Concert #1". At this concert **special** musical selections will be made, and a **speical** guest will appear. Free tickets to the night's ball game will be presented to some of the lucky spectators, and the names of everyone present will be collected for a drawing later that evening.

SPIRIT DAY MORNING ASSEMBLY:
At 9:45 a.m. the first SPIRIT DAY assembly will be presented to all students, staff members and interested citizens. Some of the activities at the assemblies will include contests between school and community groups, musical presentations, skits, and special attractions.

Mini-Concert #2:
At a time around noon a second Mini-Concert will be presented at an announced location in Elizabeth. **Special** music will be presented and free tickets will again be distributed. Once again we will collect the names of those present for a free drawing that night. Will another **special** appearance by a **special** guest be made?

SPIRIT DAY AFTERNOON ASSEMBLY:
At 2:00 all students and interested guests will again assemble for more fun. More contests, more skits, more music, and lots of PEP, PEP, PEP will be provided. Do you dare miss this?

SPIRIT DAY BASKETBALL:
At 6:15 p.m. the Elizabeth Terrapins will face off against our friends from Hanover, the Red Devils, in the first of two exciting games. At the half you will see the 5th grade boys from Hanover face the 5th grade boys from Elizabeth in a full-filled, fast-paced, 10 minute running clock edition of the first 7-Up-SPIRIT DAY CLASSIC.

SPIRIT DAY BASKETBALL (continued);
Betwen the games you will witness demonstrations, presentations, special cheers and music like you have never heard before! Dancing cans? Creatures from outer space? Pac Men? A special school song? Wait and see!

When the varsity game rolls around the SPIRIT should be at an all time high. And what a way to share our SPIRIT than with our neighbors and friends from Hanover. At half time we once again will have a special presentation . . . one that we are most proud of!

When the games come to an end the fun still continues. Presentation of all SPIRIT DAY AWARDS! And, the final contest of contests.

SPIRIT DAY RECORD HOP:
After the games and fun the Senior Class will host the SPIRIT DAY RECORD HOP in the grade school gym. Only a nominal fee will be charged for this **high school and older** record hop. Why not end a fun-filled day with an hour of dancing?

Create Your Own Spirit Day/Week

The Greatest Local Wonder Contest
Each advisory group can suggest the most remarkable person, place or thing that can be found in the community. Entries to be judged by all the sixth graders in your school district.

The Greatest Local Inventor Contest
Each advisory group can nominate the greatest local inventor who lives in the area. Entries to be judged by all of the fifth graders in your school district.

The Greatest Worldly Traveler Contest
Each advisory group can nominate the greatest traveler who lives in the area. Entries to be

judged by those students who are or would like to be enrolled in foreign language courses.

The Greatest Local Artisan Contest

Each advisory group can nominate the greatest local artisan-blacksmith, rugmaker, etc. Entries to be judged by all of the students enrolled in industrial arts and home economics classes at your school.

The Greatest Local Artist Contest

Each advisory group can nominate the greatest storyteller in the area. Entries to be judged by local members of the Liars Club (if none - by all the students enrolled in English Classes).

Pie Eating Contest

It will be held Friday at halftime of the basketball game. One person from each advisory may enter. Everybody competes against everybody. There is a 45¢ entry fee for this event. The object is to eat your pie the fastest.

Football Throw

It will be held Wednesday at 11:45 and it will take place outside. One girl and one boy from each advisory will participate. Grade competes against grade.

Foul Shooting

It will be held Monday at 11:45 in the gym. One girl and one boy from each advisory. Grade competes against grade.

Seek and Find

It will be held Monday at 11:30, for 8th grade only. It will take place in the music room. 8th graders must choose two of the four starred events. (Seek and Find, Crossword Puzzle, Spanish Bee and French Bee) and send one person to each of the two categories they choose.

Foreign Language Bee

This is a quiz on French and Spanish. You will be translating and answering French and Spanish questions. You will be cut, if unable to answer any questions or translations. One entry per advisory 6th and 7th graders will participate.

Gymnastics

This event will be split into 3 groups (beginning, intermediate, and advanced). Each routine must be 1 minute to 1½ minutes. Beginning - must have front rolls, back rolls and cartwheels. Intermediate - must have all of beginning skills, front limbers and front or back walkovers.

Advanced - Must have front walkovers, back walkovers, front handsprings, back handsprings, plus any other advanced skills.

You may have only one person enter for gymnastics.

Crossword Puzzle

It will be held Monday at 11:30 for 8th grade only. It will take place in the music room.

Typing Contest

This contest will be held in the typing room area at 11:30 on Wednesday. It will be a contest to see who can type the most words a minute One person from each advisory may enter in this event. It will be everyone against his/her own grade.

It's Academic

This is to test your academic abilities. You will be questioned on all of the four academic subjects. You will be disqualified if you are unable to answer any questions. Separate contests for 6th, 7th, 8th grade; only one person from each advisory.

Spelling Bee

This is a contest where you spell words correctly. If you miss, you will be out. Separate contests for 6th, 7th, 8th grade will be held with one entry per advisory.

Ping Pong

There will be two people from each advisory who will play as doubles. You will play only one game for the first several rounds. If you lose, you are out. The finals will be best two out of three games.

Bike Contest

This contest is to see who can ride their own bikes two times around the building the fastest!! Hold separate contest for 6th, 7th, 8th grades, with two heats for each grade level.

The first two finishers in each heat will compete for the grade champion. Remember you must provide your own bike. One entry per advisory will participate.

Coffee Cake Bake

During T.A. class you will provide all your own ingredients and your own recipe, and then mix and make coffee cake. The coffee cakes will be judged at the end of the period.

Chess Tournament

This event will be held on the S.W. pod. The object is to win the chess game against your opponent. You will be out when you lose a game. One person from each advisory will enter.

Short Distance

It will be held on the track 11:45 on Thursday. Three people from each advisory may enter in this event. Each grade against themselves. The race will be 100 yards.

Long Distance

It will be held outside on the track 11:45 on Thursday. Each grade against themselves, 6-6, 7-7, 8-8. Three people from each advisory enter in this event. You will run twice around the building.

Talent Show

It will be held in the music room of N.E. pod, in the stage at 11:30 on Friday. All the grades are against each other. One entry from each advisory.

Spirit Speech

This contest is to be a short, emotional, spirited speech that will get response from the audience.

RULES FOR SPEECH:

1. Not more than 2 minutes.
2. Speech must be about school spirit.
3. Define school spirit.
4. Tell students at least 2 ways to express their spirit.
5. Speak convincingly.

Bring and Brag

Each person can bring something they own, they work with at home, or have created at home (written, built, etc.) to show to their advisory group. Each advisory group will select one person to represent them and the top five will win points for their group. Judging to be done by peers and faculty members.

Parent-Student Exchange

Mom or Dad or both can follow their sons/daughters schedule for one day.

Parent-Teacher Exchange

Parents can teach all classes for a teacher on a designated day.

Mini Course Schedule

Students can sign up for mini courses designed to be non-acadmic in orientation (i.e., How to Put On Make-up; Classic Humor, Macrame', Typing Files, and so forth). The mini courses can be a variety of lengths depending upon the skills knowledge tasks to be mastered.

Worst Joke Competition

Advisory groups can bring printed jokes to post on a board outside of their meeting place. A panel of students will judge them, awarding points to the five worst jokes.

The Most Ink Competition

Advisory group members can try to get their names in print somewhere for a specified time prior to Spirit Week. Even a visit to grandmother which is reported in her local newspaper counts. The group with the most persons who get their name in print wins points as does the group that gets the "most ink".

Student Exchange

For the week prior to Spirit Week the advisory group that arranges for the exchange of one of their students for a student from another school, in another district, for at least two days, gets a specified number of points. For rural schools, an urban exchange counts double. For urban or suburban schools, a rural exchange counts double.

Bubble Gum Competition
Individuals who blow the largest bubbles can win points for their advisory group.

Time Capsule Competition
Each advisory group will determine what items will best describe our society in a time capsule to be opened in the year 3000. Entries will be judged by a team of four parents. The top three entries will win points.

Ice Preservation
Each advisory group will be given an ice cube. Using available waste paper they can attempt to insulate the cube. One day later the largest cubes will be awarded points.

Video Game
Home mini computer games can be used to foster in-school competition. Winners can earn points for their group on a descending point scale.

Decorate a Store Window
Groups can compete to decorate a downtown store window with some aspect of their school. Specific topics for each group can be drawn from a hat (science, basketball, facilities, etc.). Windows can be judged by a team of downtown business people.

Poster Contest
Each group can submit one poster 30″x40″ which shows school spirit. Entries will be judged by a team of homemakers.

Design a Logo
Each group can design a new school logo. Entries to be judged by two families.

School Motto
Each group can suggest a school motto. Entries to be judged by four members of the local ministerial association.

Name The - - -
Choose the nearest lake, stream, highway, park, etc., and have each group rename them. Entries to be judged by a team made up of the mayor and two members of the city council.

Essay Contest
Each group can enter one essay titled, "How School Spirit Can Be Maintained In Our Community" in 100 words or less. Winners to be judged by a team of senior citizens.

Suggest a Banner
Each advisory group can design a school banner that can hang in any building in town. Winners to be determined by three employees of the local bank.

Community Improvement
Each advisory group can suggest five ways to improve the local community. (Far out ideas will be encouraged; i.e., build a dome over it to control the climate). Winners will be determined by a team of people who live outside the city limits.

Thoughts On Leadership

Leadership is like kissing — it is easier for some people to study than to do, and it is easier for some people to do than to study. This may suggest that leaders are formed and not developed. Suffice it to say that the doers could benefit from some training about kissing and the studiers could benefit from kissing practice.

David McClelland suggests that people have three basic social motives that guide their actions: the need for affiliation, the need for power, and the need for achievement. People differ in their affiliation, power and achievement profiles. Some have a high need for affiliation, others a high need for power. McClelland argues that some jobs are better performed by a certain type of individual. The job of the leader is thus to match the job with the right need profile.

Other leadership models would emphasize the satisfaction of individual needs and lead directly to follower motivation. Thus the leaders who can identify the social motivation of followers and satisfy these motives will be an effective leader.

Abraham Maslow also suggests that needs are the root cause of human behavior. He suggests a hierarchy of needs supporting the idea that satisfaction of one level is a prerequisite for movement to a higher level. The ultimate for the full development of human potential would be the self-actualized person. The effectiveness of leaders would be determined by their ability to surround themselves with self-actualized people and/or satisfy the needs of followers.

/

"If there is to be a narrowing of the 'we-they' or the 'rural-urban' gap, urban students need to study the rural way of life."

Professor Keigh Hubel
Southwest State University
Marshall, MN

CA Policy #4 Create Urban Awareness of and Appreciation for Rural Life

CA Policy #4

Create an Urban Awareness of and an Appreciation for Rural Life

Teachers in all subject areas will:

a. reach out to their urban counterparts to close the urban-rural gap.

b. develop materials and activities to promote the value of rural life for those educators in urban areas.

Statement of Purpose

The urban bias we know today comes from a long history of discrimination against rural types and from a lack of knowledge and understanding of rural ways of life. Any additions to the curriculum in urban areas which would seek to develop understandings of the rural economy, social system, political processes and folk culture would decrease a rural-urban gap.

Biases against people living in rural areas and especially against farmers are older than America. During a greater part of world history, urban people and palace dwellers have used rural folks to attempt to enhance their own status. Although today the biases have changed they do exist, and rural residents need to positively affect a better image of themselves in the eyes of their urban neighbors. Creating a dialogue between urban and rural educators will help define the interdependent nature of our society and enhance respect for rural life.

Objectives of the CA Policy Regarding Urban Awareness of and Appreciation for the Rural Way of Life.

1. *Establish a committee of students, parents, teachers and community persons for the purpose of determining how to tell the "Rural Story".*
2. *Contact educators in urban areas and arrange for the exchange of ideas, materials and even students and teachers!*

Suggested Activities

Student-Teacher Exchanges

Probably the most meaningful activity to accomplish the objectives will be to sponsor student and teacher exchanges with urban schools.

Student Exchange

A specified number of students from your school could exchange with the same number of students from an urban school. They could exchange homes as well as schools (see letter for host parents). The checklists that follow divide the program into three phases prior to, during, and after the exchange.

Prior to the Exchange

Start a small support group for the program with parent, teacher and student membership. This group will review guidelines and make suggestions for program improvement. It may be a good idea to get the group chairperson from parent or student members.

- *Select an urban school.*
- *Seek their approval for the program.*
- *Announce the program and seek applicants. This should be done at least two months prior to the exchange.*
- *Set the date for the exchange.*
- *Select exchange students.*
- *Conduct regular developmental sessions for the exchange students. These sessions will include orientation to the materials being sent along as well as practice in public speaking. This component is extremely important to this success of the project.*

- *Orient the host families. A brief meeting may be the most efficient way to outline the responsibilities of host families.*

During the Exchange (Advice to the Student)

- *Refer to your letter. You have a log to keep and reports to give when you get home. Keep notes - do not rely on your memory.*
- *Meet with the principal or other persons to validate your schedule. Some prior agreements and arrangements have been made regarding your presentations. Review these and go over your schedule with the principal.*
- *You should follow the schedule of your exchange partner for at least one day even if you do not feel prepared for some of the classes.*

After the Exchange

- *Along with other exchange members prepare an oral report to be given to other members of the school. If your school has the Teacher/Advisor System you can go to advisory groups for reporting. If not you may ask the principal to set up some student assemblies.*
- *Give a complete report to the local school board.*
- *Be prepared to speak at the meetings of social and service clubs.*
- *Submit your logs to the principal's office for filing and reference for future exchange students.*
- *Write a letter of thank you to the school and the host family.*
- *The local newspaper will also be anxious to feature the exchange.*

Sample forms which you might want to use for your exchange program.

To: Parents of Exchange Students
From: (Principal-Counselor-Teacher-Superintendent)

Thank you for agreeing to sponsor a student from ____________________ and to send your son/daughter to that school. The purpose of this exchange is to foster understanding between urban and rural people. Your daughter/son has agreed to introduce materials about rural life and times to the urban school being visited. She/He has also agreed to conduct seminars and be a special resource person for classes and at service club meetings. A brief video-tape describing school and community is also being sent along with your son/daughter.

We expect the exchange to be positive and without incident. However, should your son/daughter be involved in inappropriate activities (drinking, drugs, etc.), his/her host family has been instructed to call you, and it will be your responsibility to provide immediate transportation back to ____________________ .

To: Host Families

From: ______________________

Thank you for agreeing to host ______________________ for ______________________. We are hopeful that a bridge of understanding and trust can be built between urban and rural areas. This exchange is but one method of achieving this purpose.

All exchange students are required to be in your home by 11:00 p.m., unless in your company. They are to refrain from the use of drugs, alcohol, or tobacco, as well as any behavior you would deem unacceptable. The parents of your guest are aware that any violation of these restrictions will mean an immediate return home. The parents also realize that they are responsible for the transportation. Their telephone numbers are __________ (home) __________ (work). It will not be necessary for your son/daughter to terminate his/her visit if you find it necessary to request termination of the exchange. Just notify me and I will make arrangements for your son/daughter.

Sincerely,
Address
Telephone __________ home
__________ work.

To: Principal (Urban Exchange School)

From: ____________________

____________________ has been assigned to your school as an exchange student for ____________________. The purpose of this exchange is to develop a greater understanding of the life styles and problems of both urban and rural areas. ____________________ has materials which we hope can become a permanent part of your school curriculum. ____________________ is also prepared to speak to classes, service and social clubs, and teachers. Please help him/her with the schedule at the outset.

I am enclosing letters sent to parents and host families for your information. The parents are aware that the restrictions on the use of mood altering substances or inappropriate behavior also applies to school.

We have high hopes for what this program will accomplish. We are also aware that leadership skills will be developed and practiced by the exchange students. Please drop me a brief note indicating your appraisal of the program shortly after completion.

Thank You,

Name and Address and telephone of parents
My name, address and telephone.

To: Exchange Student

From: Exchange Committee Chairman

Congratulations! You have been selected as a special ambassador to ____________________. For ____________________ you will attend this school and stay with ____________________.

You are charged with the responsibility for the dissemination of information about our school and community. Teachers and other committee members will assist you with the further development of these materials. If possible we want school and community materials so that you can show them to interested persons. Anything you can think of will also be appreciated. Some exchange students have developed a slide-tape show or a scrap book to take with them on their exchange visit.

I am enclosing the letters that are sent to the principal, your host family, and your parents.

Again Congratulations!

Student Exchange Daily Log

Name ____________________

Date ______________

Explain how this experience improved your understanding of urban/rural life:

____

____

How did people react to what you said or did? ____________________

____

____

____

What advice would you give to future exchange students? __________

____

____

List interesting things that happened today: ______________________

____

____

____

____

____

Pick-a-Pal School Plan

Rural and urban schools can become closer through becoming "sister" or "brother" schools. This can entail whatever creative minds can envision. However, a clever idea is the introduction of the school via video tape, slide tape show, etc. in the first few days of school. A bulletin board can then be set up and weekly updates can be carried out from rural to urban and urban to rural on school and community happenings. A pen pal program can also be initiated. Some personal contact may be helpful but not necessary. The bonds of caring and concern can be strengthened by the flow of information as well as by physical contact. Weekly announcements from each school can also be read over the all-school oral announcements.

Each week a written exchange of topics selected from the spirit week list can be exchanged (e.g., Greatest Local Inventor, etc.). These can be given as responsibilities to each advisory group. They can collect information and write the report to be sent to their sister school.

Teacher Exchange Program

One or two teachers from a rural school can exchange with one or two teachers from an urban school for a day(s) or a week. They would not be expected to teach each other's exact schedule but could teach special courses on an abbreviated schedule that would allow them time to meet with community service and social club members. Teachers would be expected to bring much information about school and community for sharing in the host school.

"It would seem impossible, given the impact of the arts on all persons, that they could be left out of the school curriculum."

Professor Keigh Hubel
Professor Rural Studies
Southwest State University
Marshall, MN

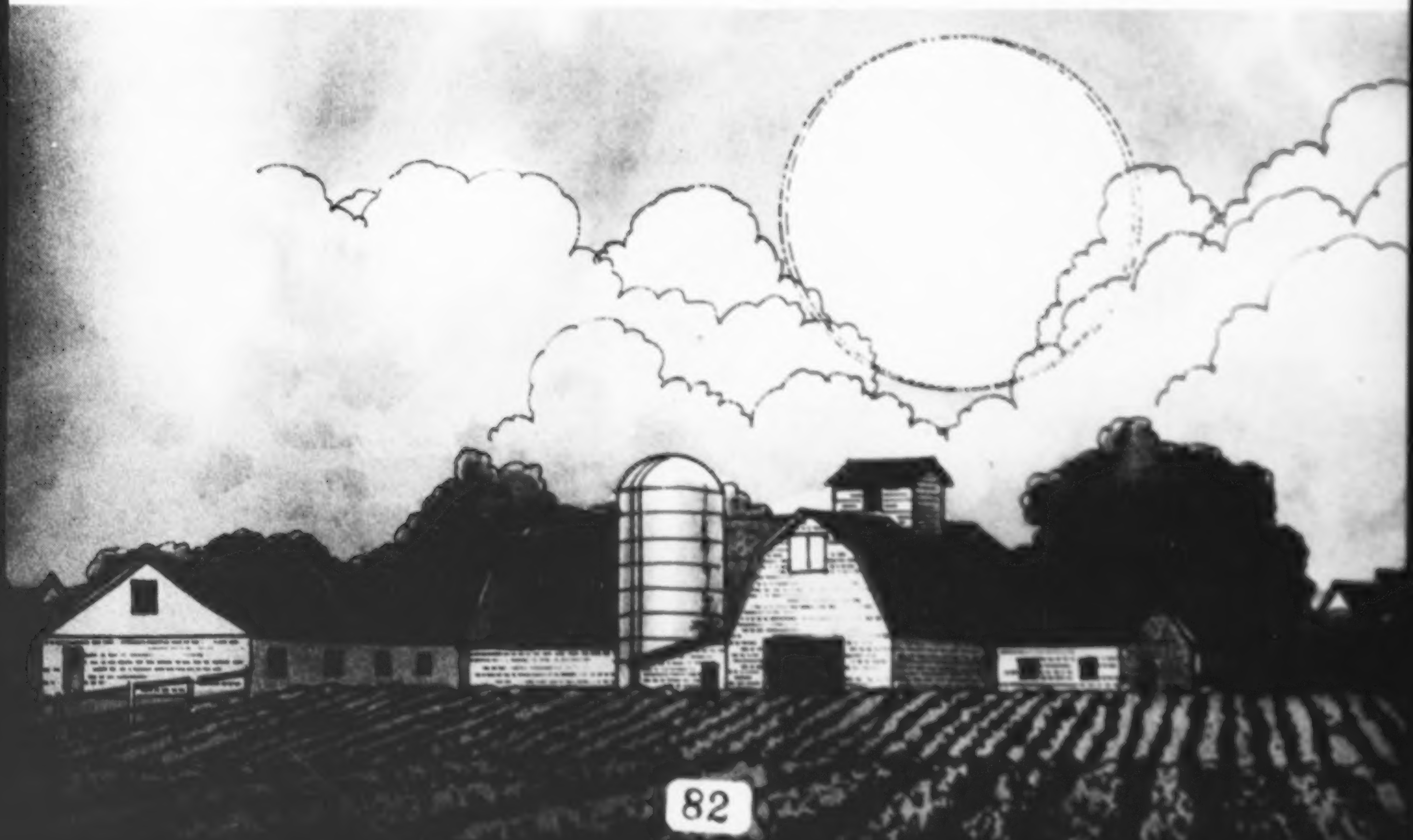
"Creative courage is the discovering of new forms, new symbols, new patterns on which a new society can be built."

Rollo May
Courage to Create

"The deepest joy in life is to be creative. To find an undeveloped situation, to see the possibilities, to identify yourself with something worthwhile doing, put yourself into it, and stand for it — that is a satisfaction in comparison with which superficial pleasures are trivial."

Source Unknown

CA Policy # 5 Support the Creative Arts in Rural Education



Policy #5

Support the Creative Arts in Rural Education

Teachers in all subject areas will:

a) integrate the work of local & regional artists into the curriculum.
b) develop materials and activities to involve students in the creative process with local & regional artists.
c) establish a network of volunteers to bring the creative arts into the schools.

Statement of Purpose

The creative arts provide a constant reminder that humankind has an aesthetic bent. This aesthetic nature also encourages thinking, which leads to the unpredictable. The unpredictable leads to new ways of life. Only those who believe in static, never changing systems will keep the creative arts out of their lives. Rural community members can offer to students a wide variety of creative experiences in music, literature, poetry, dance, art and theatre if we would only invite them into our schools.

Objectives of the CA Policy Regarding the Creative Arts in Rural Schools

1. *To establish a community volunteer program for teaching the creative arts.*
2. *To develop a community-wide commitment to the arts in rural education.*

Suggested Activities:

- *Organize a committee on the creative arts. This group will recruit local & regional artists into the schools.*
- *Set up a volunteer program whereby local and regional artists will "fill the gaps" in the already established arts programs.*

How To Establish A Volunteer Program in the Arts

Step I

- *Assess current program*
- *Determine needs*
- *Set up a networking system to "get the word out"*

Step II

- *Define a policy for the use of volunteers in the schools*
- *Create job descriptions for volunteers*
- *Determine who will supervise volunteers*
- *Design instrument for volunteer evaluation*
- *Develop volunteer contracts*

Step III

- *Recruit volunteers*
- *Conduct orientation sessions*

Questions & Answers on Using Volunteers

What are the problems with using Volunteers?	What are the Solutions?
1. Staff members can feel left out of the process.	1. Simple — involve them in each phase of the planning.
2. Losing control of the quality of services is a concern.	2. Assure staff that volunteers will operate by objectives and will be supervised.
3. Staff members might feel that they can be replaced by volunteers.	3. Volunteers soon become advocates for expanded programs. They really promote the school in the community.
4. Working with volunteers can be difficult.	4. In-service training or Team-Building can create a better working relationship.
5. How can the school reward a good volunteer/staff relationship.	5. Recognition ceremonies are a good idea. Also, local radio, TV and newspaper people are interested in positive happenings at the local school.
Further suggestions can be obtained by writing to: The Association For Volunteer Administration Box 4584 Boulder, Colorado 80306	

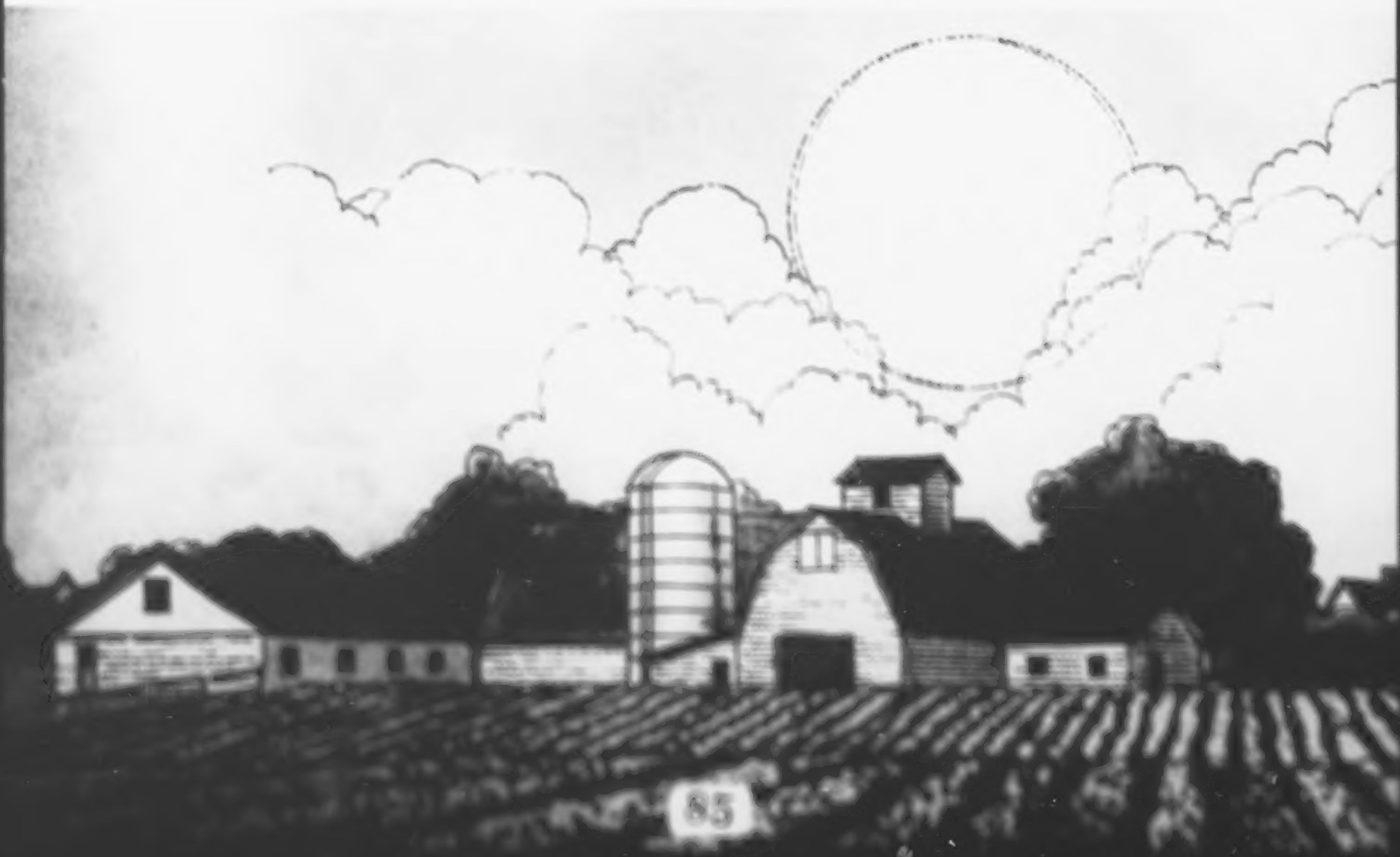
Additional Resources

Volunteerism
National Center for Citizen Development, 1111 North 19th Street, Suite 500, Arlington, VA 22209
Association for Volunteer Administration, Box 4584, Boulder, CO 80306
Local and State Arts and Humanities Councils
Your local college and university

"High tech/high touch is a formula I use to describe the way we have responded to technology. What happens is that whenever new technology is introduced into society, there must be a counterbalancing human response - that is, high touch - or technology is neglected. The more high tech, the more high touch."

John Naisbitt
Megatrends

CA
Policy #6
Integrate Technology Into Rural Education



Policy #6

Integrate Technology into Rural Education

Rural School Districts will

a) investigate the opportunities for using technology as an appropriate delivery system in low-frequency subjects. Such technology includes computers and interactive television.

Statement of Purpose

Technology is neither the bane or boon of rural education. It is, however, another useful, available tool to assist with the delivery of quality education in rural schools. Rural educators need not wait until young people who have grown up with the technology use it to small school advantage. We need to promote technology so that none of the rural students are severely limited in their learning choices. All students and teachers need to become computer literate and fluent in the production of interactive video programs.

Objectives of the CA Policy regarding the use of appropriate technology

1. *To achieve computer literacy for students and teachers.*
2. *To develop fluency in the production of interactive television with students and teachers.*
3. *To use computer assisted instruction and interactive video to broaden learning choices for rural students.*

What are the Benefits of using Technology in the Rural School?

Technology is like kissing, you have to get used to it before you can really appreciate the full benefits. A first kiss is sometimes stolen with uncertainty and fear of consequences. It is probably even ill designed or misplaced and doesn't produce all of the results expected from movie, television and real life buildups. Sone people even avoid kissing at all because they are not used to loving and caring about otiers.

As with kissers and kissing, there are those who interact with techno-products — to avoid, to steal a mysterious moment or to bring both machine and person to a higher level of effectiveness and existence. This, too, happens to both and cannot happen independently. Now, with a promise that kissing will be mentiond again, let us turn to man and machine. (We can only hope that, as with kissing, not everyone either totally avoids or becomes totally dependent upon technology as a panaea for all education problems in rural America.)

Technology in this article will be confined to cmputers and television. There are other examples - radio, teleconference, tape recordin, and more.

Television is less foreboding than computers as mny people have spent a major portion of their time for the last thirty years "sitting in frontof the tube". In this time the small snowy picture succeeded the the test pattern and finall we have instant sight and sound stimuli mainlined into us from around the world. Recentl, the magic of television has been used to enhance learning in small and isolated schools.

Television applications vary from software poduction (tapes and discs) to studio experiences, to interactive applications. Becausemost persons are aware of the availability of television courses and programs, the interacte television systems will be the focus of this brief explanation.

Several television systems which are interactiv(also known as full motion, upstream-downstream, and by a variety of other esoteric labels) were described in a December **CA**

Highlights article. These applications provide live two-way pictures, although the teacher and student maybe separated by 50 miles or more.

The courses being offered were typically low-frequency offerings in foreign languages, higher math and science, and special courses in other subject areas. These courses could not be justified at any of the separate sites. In some applications, a combination of microwave and cable was used. In others, low-power (less than 1,000 watts) signals were sent to all who owned television sets in the nearby countryside.

In no case did they decrease the need for teachers. All users reported the reluctance of teachers to use the system. In all cases they provided offering for rural students that were not economically feasible on separate sites. Some reported saving money, others reported spending more money than before. All reported having been almost overwhelmed with visitors and inquisitors seeking information by phone and mail. Interest across the country seems keen.

In some communities (e.g., Whitehall, Wisconsin) the television studio is located in the county courthouse. Although this is more central than the school, the television network can be used by the entire community. Emergency medical teams could seek special advice via the system. Farmers could be certified for pesticide application and other training via the system. Real estate brokers, doctors, dentists, nurses, technicians, teachers and more could use the system to meet continuing education requirements. The savings in travel time and precious fossil fuels could make the system a bargain. In all, there has been documentation of the possible application of 60-70 rural uses.

Microwave or cable networks can also be used to transmit audio-visual materials to member schools. The system could record video tapes from midnight to 6 a.m. for immediate classroom use the following day. This also could save considerable travel and/or postage expenses and make the material much more readily available.

The use of computers in schools better fits the opening analogy with kissing. With 100,000 computers in use in schools, some students and educators find the computer alluring and some find it all overrated mystery. There are computer management programs, and special courses available on almost every aspect of the school curriculum. There is even a computer program to develop computer literacy. The February, 1983, issue of "Electronic Learning" magazine reports computer literacy is indeed the biggest micro application in the schools.

MAJOR INSTRUCTIONAL USES OF MICROCOMPUTERS

Grade Level	Schools with Micros	Compensatory Remedial	Basic Skills	Learning Enrichment	Computer Literacy	Computer Science
Total	*27,501*	*3,910*	*5,103*	*5,174*	*9,055*	*6,237*
Total by %	*27,501*	*14%*	*19%*	*19%*	*33%*	*23%*
Elementary	*11,050*	*18%*	*29%*	*21%*	*29%*	*7%*
Jr. High	*5,774*	*20%*	*11%*	*19%*	*30%*	*10%*
Sr. High	*9,504*	*6%*	*12%*	*18%*	*39%*	*49%*
Combined/Other	*1,173*	*19%*	*6%*	*4%*	*34%*	*15%*

Credit: National Center for Education Statistics

It is appropriate to consider the reason why students like the computers, although the adults in their world may not show the same fascination. With computers, students get a chance to know more than their teachers and parents. In this case knowledge is power and power is a commodity sought after by students. Computers are also neutral or non-judgmental. They don't call the students names or berate them for not knowing. They rather encourage students to keep trying. Computers tell students what they are doing to themselves. In the classroom, teachers judge students and tell them how they are doing.

Computers provide a feedback loop much the way the central nervous system sends impulses to the brain — don't get too close to fire or you will get burned — the computer says try again and gives them the feeling that they are really trying. Computers also allow students to work at their own pace. In a classroom, students don't feel in control. At the computer they are in complete control.

The computer treats them the same regardless of what their mood might be or what they have just done. A dog at home always wags a friendly tail when loved ones come close. They don't ask for a list of proofs as to their worth. The computer similarly treats everyone the same, regardless of mood.

Students know where to start (where their level of competence is) and proceed. They know how to decide and solve problems with the push of keys. As many studies show, the feeling of competence and control leads to growth in self-esteem. Self worth in this case is self energizing. It is no wonder that students like computers in the classroom. It will also be no wonder that computers will continue to grow in use in rural areas and isolated areas.

Resources

1983-84 Swifts Educational Software Directory. -Apple II Edition, Size 8x8.5, 480 pp., Sterling Swift Publishing Co., 7901 South IH-35, Austin, TX 78744

Carey, David. *Television: How It Works.* England: Ladybied Books, Ltd., 1968. $2.50

Cirino, Robert. *We're Being More Than Entertained.* Honolulu: Lighthouse Press, 1977.

Chu, Godwin, C. *Learning From Television.* Natl Assoc of Professional Broadcasters, 1979. $6 (paper).

Davidson, Emily S., Robert M. Liebert, and John M. Neale. *The Early Window: Effects of Television on Children and Youth.* New York: Pergamon Press, 1973. $21; paper $8.75.

Jones, Eurfrom Gwynne. *Television Magic.* New York: Viking Press, 1978. $5.95.

Logan, Ben and Kathryn Moody, editors. *Television Awareness Training.* New York: Media Action Research Center, Inc., 1979.

Moody, Kathryn, *Growing Up on Television.* New York: Quadrangle -The New York Times Co. Inc., 1980. $12.95.

Potter, Rosemary Lee. *New Season: The Positive Use of Commercial Television with Children.* Natl Ed Assoc, 1201 16th NW, Washington, D.C.

Winick, Mariann P. *The Television Experience: What Children See.* Beverly Hills: Sage Book, 1979. $22; paper $9.95.

Curriculum Packages

Capital Cities Television Reading Program, TV scripts for reading instruction. Capital Cities Reading Program, P.O. Box 4587, Philadelphia, PA 19131.

CBS-TV Reading Program, TV scripts for reading instruction. CBS-TV Network Reading Program, 51 W. 52nd St., NY, NY 10019.

Channel: Critical Reading/Television Skills (teacher resource kit, grades 5-12) Written by Potter, Faith and Ganek. Ed Activities Inc., P.O. Box 392, Freeport, NY 11520. $40.95.

Critical Television Viewing: A Language Skills Work-a-Text (for grades 5-8) and a teacher's annotated edition. Written by Bilowit and Ganek. WNET-13, Educational Broadcasting Corp., 356 W. 58th St., NY, NY 10019. $3.89, student workbook; $4.50, teacher's edition.

Family Awareness Viewing Skills, teacher's manual, two activity books (grades K-5). Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402. $32.

Getting the Most Out of Television (seven videotaped lessons) Designed by Yale Univ. Family TV and Research Ctr. Produced by MTI Teleprograms, 3710 Commercial Av., Northbrook, Il 60062. $11.97, film; $8.50, video.

Getting the Most Out of Television (teacher resource book). Written by Singer, Singer, and Zukerman. Published by Scott, Foresman Co., 1900 E. Lake Av., Glenview, Il 60025. $8.95.

Inside Television: A Guide to Critical Viewing (for grades 9-12) Written by Ned White. Science and Behavior Books Inc., P.O. Box 11457, Palo Alto, CA 94306. $12, text; $10, teacher's guide and worksheets.

Television and Economics: From the Medium to the Marketplace (teacher resource kit, grades 8-12) Prime Time School Television, 40 E. Huron, Chicago, Il 60611. $20.

Television Behind the Scenes (teacher resource kit, grades 7-12) Written by Faith, Hammermann, and Potter. Ed Activities Inc., P.O. Box 392, Freeport, NY 11520. $59.

TV Program Activity Guides, lessons designed around individual programs. Prime Time School Television, 40 E Huron, Chicago, IL 60611. Subscription is $20 to new members; $15 renewal.

Videokit Catalog, instructional videocassettes for grades K-12. Agency for Instructional TV, Box A, Bloomington, IN 47402. Free. 22 series available.

A current list of TV programs recommended by the National PTA for viewing by children, families, or families with teens can be obtained by calling the PTA toll-free hotline at 800-621-4114 between 1 p.m. and 5 p.m.

NATIONAL DIFFUSION NETWORK COMPUTER-RELATED PROJECTS

Project Coffee
Oxford High School Annex
Main Street
Oxford, MA 01540

Computer-Assisted-Diagnostic-Prescriptive Program
Title I Office
Box 292
Dillwyn, VA 23936

Computer Assisted Instruction (CAI) Program
Lafayette Parish School Board
P.O. Drawer 2158
Lafayette, LA 70502

Computer Literacy Project
Alma High School
P.O. Box 1018
Alma, Ar 72921

Computeronics
Leon County School Board
925 A Miccosukee Road
Tallahassee, FL 32304

Project Cue
Central Square Central School Dist.
Main Street
Central Square, NY 13036

Demonstration Evaluation Center
Hopkins Public Schools
1001 State Highway 7
Hopkins, MN 55343

Hosts Math
Hosts Non-Profit Corp.
5802 MacArthur Blvd.
Vancouver, WA 98661

Individualized Computer Asst. Remedial Ed. (I Care)
Blue Mountain School Dist.
Red Dale Road
Orwigsburg, PA 17961

Title I Mathematics Computer Assisted Instruction (CAI)
Lafayette Parish School Board
P.O. Drawer 2158
Lafayette, LA 70502

Utilizing Computers in the Teaching of Secondary Mathematics
Asbury Park Board of Education
1506 Park Avenue
Asbury Park, NJ 07712

Project Recipe
The School Board of Sarasota Cty.
2418 Hatton Street
Sarasota, FL 33577

Project Read's
School District #271
311 N. 10th Street
Coeur d'Alene, ID 83814

Sierre Reading Lab Program
Bakersfield City School District
1300 Baker Street
Bakersfield, CA 93305

Individualized Prescriptive Arithmetic Skills System (I Pass)
Pawtucket School Department
Park Place
Pawtucket, RI 02860

M2C-Math Motivational Centers
Board of Education
105 Main Street
Norwalk, CT 06852

Mathematics and Technology
Education and Technology Foundation
1926 Divisadero Street
San Francisco, CA 94115

Merrimack Education Center CAI Project
101 Mill Road
Chelmsford, MA 01824

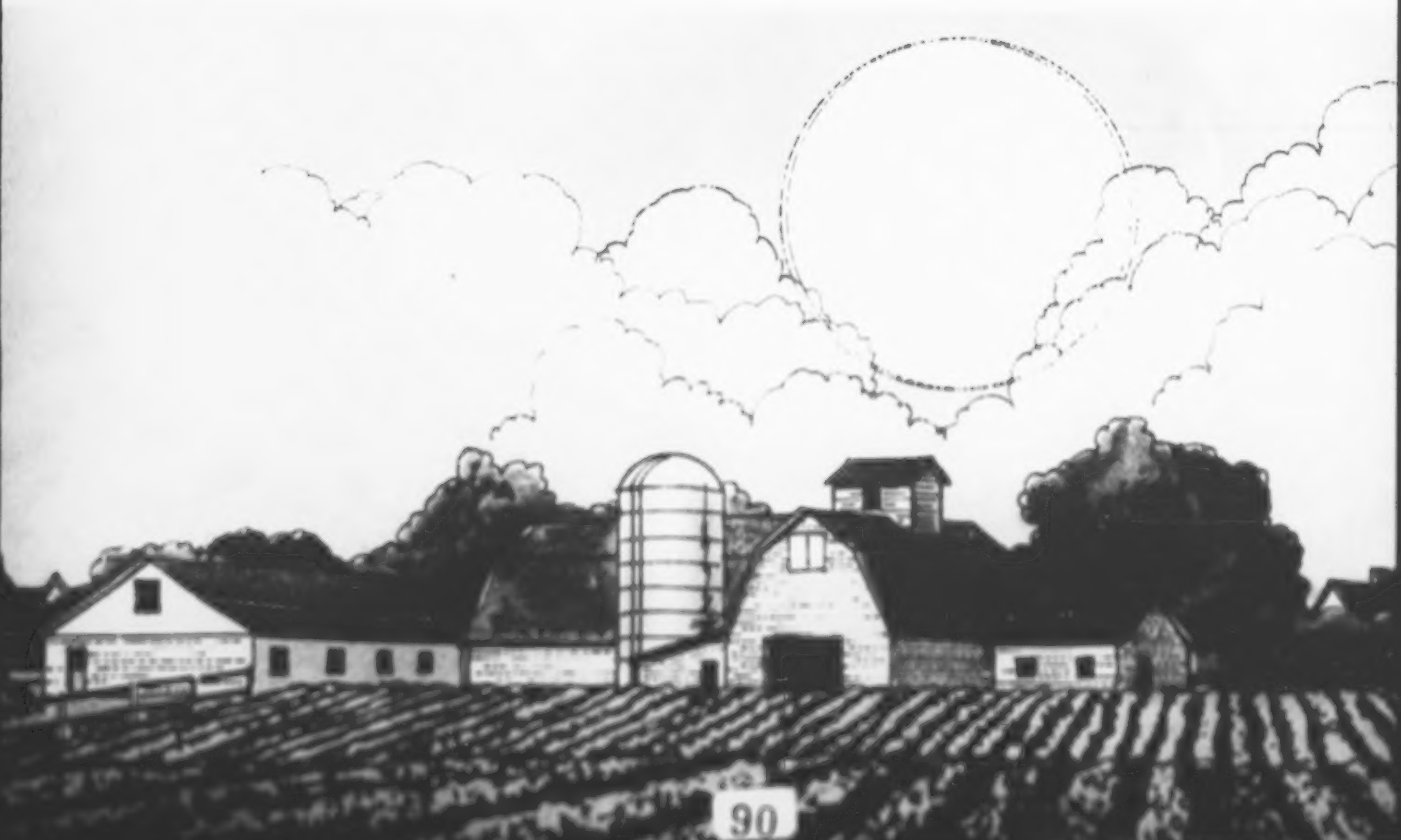
Model Classrooms' Computerized Classroom Management System (Class)
4095 173rd Place SE
Bellevue, WA 98008

"Specialists need to be available but with generalists students learn how to learn."

"We do not need longer school days or years in rural schools. We need to improve time on task for students."

Professor Keigh Hubel
Southwest State University
Marshall, MN

CA Policy #7 Examine Age-Grading And Fragmented Learning Schedules



CA Policy #7

Examine Age - Grading and Fragmented Learning

Rural School Districts will:

a. *Investigate alternatives to the current age-grouping of students K-12.*
b. *Investigate the practice of limiting the learning in a subject area to one period per day, five days per week.*

Statement of Purpose

Rural students need to learn how to think, solve problems, make decisions, manage their time and energy, and demonstrate responsibility. A curriculum designed to teach students how to learn and develop the necessary characteristics for successful living would probably not be arranged by grade levels or by rigid schedules. It is desirable for schools which believe in a learning centered curriculum to seek to restructure the rural school. The one room school model should be the source of many ideas.

Teachers in small schools are kept too busy with rigid schedules and many assignments to do an adequate job of preparing learning experiences which are meaningful for students (a long sentence which also suggests a considerable problem in rural education). If time on task for students is to improve, the teacher's planning time and communications between faculty members need to be extended and improved.

Objectives of the CA Policy Regarding the Organization and Structure of the School.

1. *To provide alternate school plans that will allow students to learn how to learn.*
2. *To introduce block scheduling and cycling as alternate plans for rural schools.*
3. *To create a plan for rural schools which will provide for teachers, time away from students for planning and research.*

Flexibility in Rural Education

As a nation we are being forced to focus on learning in our schools. The National Commission on Excellence declared that "our nation is at risk" and recommended longer school days and years to catch up to where they think we should be. No less than five major groups have followed with similar announcements that the "nation's public schools are in trouble." These include a governors National Task Force on Education for Economic Growth, the Twentieth Century Fund, and the Carnegie Foundation. Not since Sputnik have we focused so much national energy on learning or the lack of it. Solutions will be proposed and even mandated with laws extending school days, lengthening school years, requiring homework, raising competency requirements - and more. All of this may focus much time and energy on schedules and teaching with not enough time devoted to learning.

In rural areas we do not need a longer school day or year to improve student learning. We need to improve the amount of time during school that each student is involved in learning tasks. This means that each student will spend more time in meaningful learning tasks rather than wasting time, waiting for the teacher or other students, or be engaged in meaningless learning. The many studies which focus on student learning find that majority of time is wasted, spent waiting, of "completing questions at the end of the chapter" as a meaningless learning activity. What we need to do is to look at how the school's moments become more precious for learners and for teachers who organize those moments. This means the careful grouping and scheduling of students for learning and of teachers as managers of learning. To do this the concepts of grouping, cycling, and blocking may be useful.

Grouping

The demand for equality and efficiency in education resulted in centralization and consolidation. Thus similar size schools with the same curricular structure process students in much the same manner. For example it is generally accepted that six year olds are first graders and seventeen year olds are twelfth graders. The grades became the major method of grouping students in schools.

There has followed a long line of reinforcements of this grouping plan - the Junior-Senior Prom; Senior Class Play; seventh grade concerts, eighth grade basketball team, and more. Parents could also respond with ease to say that their Jamie was a 9th grader in school. The Conant report reinforced the need for a comprehensive high school which prepared students for vacations and social growth as well as academic pursuits. The report further recommended that no school should fall below 100 per grade (1200 K-12). School syllabi and handbooks further reinforced the notion that courses were specially designed for 7th graders or some other grade. Some school activities remained ungraded in spite of the push for graded groupings - band, chorus, senior high sports, debate teams and forensics, among others, were based on interest and ability rather than age or stage. Any sand lot or neighborhood game was similarly nongraded. We need to examine the concept of grade grouping of students as the only way to organize the classrooms for student learning.

Cycling

Cycling is a way of thinking about how a subject will be offered. If offered to 11-14 year olds it could be offered each school term, year or every 3-4 years depending on student enrollment. A recent visit to a small rural school with two 10th graders, four 11th graders and 12 12th graders will illustrate the problems with an every year cycle. They were teaching tenth grade English and social studies five days per week to two students. With cycling, courses would be scheduled once every three years for students age 15-18. Class size would be 18 in the above school, a much more desirable number for discussion and class activities.

Blocking

Blocking refers to the use of time in a different manner than the one period per day, five days per week. Blocks of time from one hour to days can be set aside for study in a particular subject. Creative use of block time can allow students to make better use of a traveling scholar, to meet less frequently in a central location with students from other schools for longer periods of time, or to remain with one teacher longer and thus free other teachers to improve the instructional time on task for students. Combined with team teaching and the Teacher/Advisor System, block scheduling can help bring the schedule in line with learning tasks and extended classroom activities such as Foxfire interviews. It also encourages more volunteers because they won't be tied up everyday. Block time makes sense for rural schools but to make its use effective the management system must be established and agreed upon by the faculty. It is also advantageous to cooperate with several area schools on somewhat compatible schedules so that gifted and special programs can be shared.

Planning For Excellence in Rural Education

Professor Keigh Hubel
Southwest State University
Marshall, MN 56258

The new emphasis on student learning coming from national studies, commissions and task forces will motivate rural educators to focus on learning. For rural citizens it is important to set up some guidelines as school personnel respond to the push for excellence. I would suggest several ideas for your consideration.

1. *Any plan to reorganize the school should encourage self learning and self evalutation. At the present time students at all levels are too dependent on teachers for making decisions and for problem solving. This comes in part from the view commonly held by community members of how good teachers perform. This does not always put the locus of control with the student. There are also a lot of citizens who hark back to the dictatorial, Bible-oriented early New England classroom where a schoolmaster ruled with a yardstick and the fear of God. I do think anyone who knows anything about learning realizes that the covert curriculum in this case was the real goal of the school. Students today can use a variety of learning aids to learn independently from television to computers. They need to be taught to learn independently if this is going to take place.*

2. *Any movement to improve national scores or achievement will tend to focus on the bright and most able student. I think it is also important to focus on the average and below average learner and the non-learner. Statistical improvement of standardized measures of learning can best be accomplished by working with those who are best able to learn. This happened during the post Sputnik 1960's but ran into a cross cultural "flower child" movement of the 60's and a narcissistic Me decade of the 70's. It may not have been the schools at all that are at fault for declining achievement, for history shows that they made the right decisions. The problem may be cultural, embedded in the family and other social institutions. Not withstanding these probabilities, rural educators seek to structure school experiences for all students in rural schools, not just those who will do well on achievement tests. All students must have opportunities to grow and develop to be all that they can be. All students must be allowed to develop to their full human potential.*

3. *If learners from all interest and ability levels are to become independent learners they need caring teachers and mentors. Teachers who care will listen, encourage, structure and laugh or cry with students. They will have empathy for the being of students and for all of their feelings. Caring by teachers can do much to encourage caring students and as we push buttons and computer keyboards those doing the pushing need to be caring people.*

Consider this little story.

The phone rang in the kitchen and seven year old Mary answered. Her words were, "No, Mrs. Smith, I think my mama is in the shower. Just a minute." She then reached over to the kitchen sink and turned on the cold water tap. Eight and one-half seconds later a shriek came from the other end of the house. Mary turned the cold water off and she went back to the phone. "Yes, Mrs. Smith, mama is in the shower.' We must help Mary to think of the human situation and maybe turn on the hot water next time.

4. *Rural schools also need to focus on the eight goals of the CA Rural Education policy. Educators must strive to:*
   - *Make the community a source of learning*
   - *Seek economic development*
   - *Encourage youth leadership*
   - *Promote urban awareness of the rural way of life*
   - *Encourage inclusion of the creative arts*
   - *Select and use appropriate technology*
   - *Change student grouping and scheduling paterns*
   - *Investigate other appropriate delivery system to enhance learning.*

We cannot sit idly by and let longer school days and years become solutions to problems in education when we realize that there are many other high priority things that need to be done to improve the schools.

5. *Finally rural school teachers need to talk to each other about what education means to their students and to be able to help each other find time to do more planning and research. Each teacher in a small school should have at least one day per week for planning and research. This will require that other teachers schedule students into their classes on a rotating basis. With this modified learning arrangement each teacher would not meet students for one entire work day out of each week. They would in turn be held accountable for improving student learning. In essence what this amounts to is contrary to what many state legislatures are contemplating or have already passed, longer school days. This plan may reduce actual student contact time in every subject but would improve the educational process.*

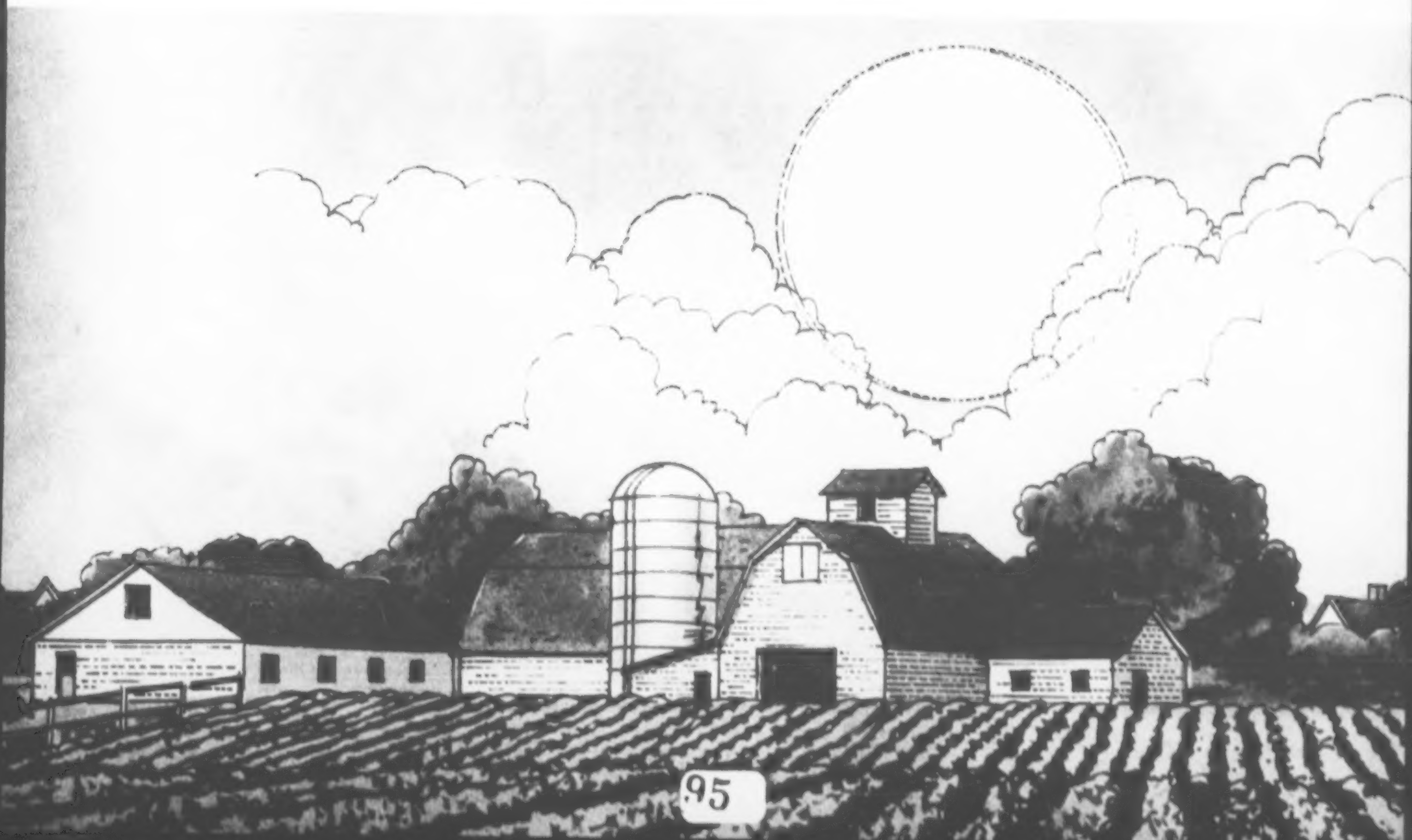
For more information concerning the Teacher/Advisor System write to:

Keigh Hubel
Southwest State University
Marshall, MN 56258

For specifics on blocking, scheduling, cycling and the four day week for teachers, write to:
Communicating for Agriculture
P.O. Box 677
Fergus Falls, MN 56537

> *"The fact that our schools have too often reflected our shortcomings rather than our ideals is no justification of expecting little of them or of doing away with them."*
>
> John Goodlad

CA
Policy #8
Seek Appropriate Delivery Systems



Policy #8

Seek Appropriate Delivery Systems

Teachers and Administrators Will:

a. *expand the curriculum to provide a variety of innovative delivery systems which meet the educational needs of the students.*
b. *work with community leaders to maximize the limited resources available in the school budget.*
c. *establish cooperation with neighboring districts for the delivery of services to special needs students.*

Statement of Purpose

Although there are increased pressures on rural schools, more of them are surviving today than may have one or two decades ago. Declining enrollments, rising prices, and a critical public have created a decade of difficulty for rural schools. The continued decline of rural populations along with the birth rate, inflationary prices with fuel at the core, and daily charges that the schools are doing too much or too little would have been enough to cause consolidation during the 1960's and early 1970's. Today, however, there is a new spirit among rural people and they are creatively proposing alternatives to consolidation. This allows them to maintain their school district boundaries and keeps their schools open.

Part of this new spirit is the result of not wanting to lose political control of the school to a larger neighboring district. In the past, larger districts with at least one population center have made promises like "If you join us, we will guarantee that you will always be able to keep at least one school in your community." After consolidation it usually didn't take long to move all of the schools to a single population center and close the community school. The political power is lost and citizens of the local district are subject to a new majority rule - one that lived in the population center. Rural citizens are not so trusting or politically naive as to want to give up control of their school. They would rather look for ways to keep it open and offer the best programs available.

Objectives of the CA Policy Regarding Appropriate Delivery Systems:

1. *To maintain political control of a school district.*
2. *To deliver educational services in cooperative and creative ways.*

Ideas for Cooperation Among Rural School Districts

Through cooperation Rural School Districts can expand services and save money at the same time.

Pairing

Pairing is one kind of cooperation. Paired schools in some states can have as few as three grades and keep their school district intact with taxing power and an elected board. Pairing can be done for athletics, band, chorus, plays or for grade level consolidation. Many paired districts will keep their own elementary buildings open in each community and combine junior and senior high school in one location. Pairing is a form of selective consolidation without giving up the legal rights of political control.

Sharing

Sharing is another kind of cooperation. Here are some suggestions.

- *Share mobile classrooms*

- *Share volunteers*
- *Share personnel - teachers, cafeteria workers, secretaries, administrators*
- *Share programs - students travel to a course not offered in their own school.*
- *Share special education and gifted programs*
- *Share consultants*
- *Share technical and media services*
- *Share textbooks that are used only during one term or grading period*
- *Share library holdings and magazine subscriptions*
- *Share anything you can think of*

Don't Miss An Opportunity Like This One

Recently I visited a small community (800 students) and ran into a fascinating, energetic, trim, articulate white haired man. After some conversation, he told me that he was a PhD Chemist who had spent most of his professional life as a research analyst in a jet propulsion laboratory. He had come to live with his daughter for retirement and wanted something to do. He further indicated that he would love to donate his time to students in school. I then went to the school to find one senior high school science teacher who complained of too many preparations and almost a total inability to work with gifted science students. The science teacher did not have time to orient the chemist and the school administrators could not suggest ways that it could be accomplished. The chemist still yearns to teach, the students do not know what they are missing, and the teacher is too busy to really care. This is a true story of the inability of the school to match resources to needs with a well defined and organized volunteer program. Had a volunteer program been in place students would now be learning from the colorful chemist and the teacher may have some time to think about new ideas and programs. Volunteers need to be considered in every aspect of school programs from the creative arts to sports.

CONTENTS

These policies, designed to put the Rural back in Rural Education, speak to the vital issues confronting rural school educators today. CA challenges schools to:

1 develop pride in rural America,

2 include rural economic development in the curriculum,

3 institute youth community development projects,

4 create urban awareness of and appreciation for the rural way of life,

5 support the creative arts in rural education,

6 integrate appropriate technology into rural education,

7 examine age-grading and fragmented learning schedules

8 and seek new delivery systems.

Written by
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Communicating for Agriculture Board Member

Special Editing by Patricia [illegible]

**Putting the Rural Back
Into Rural Education**

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